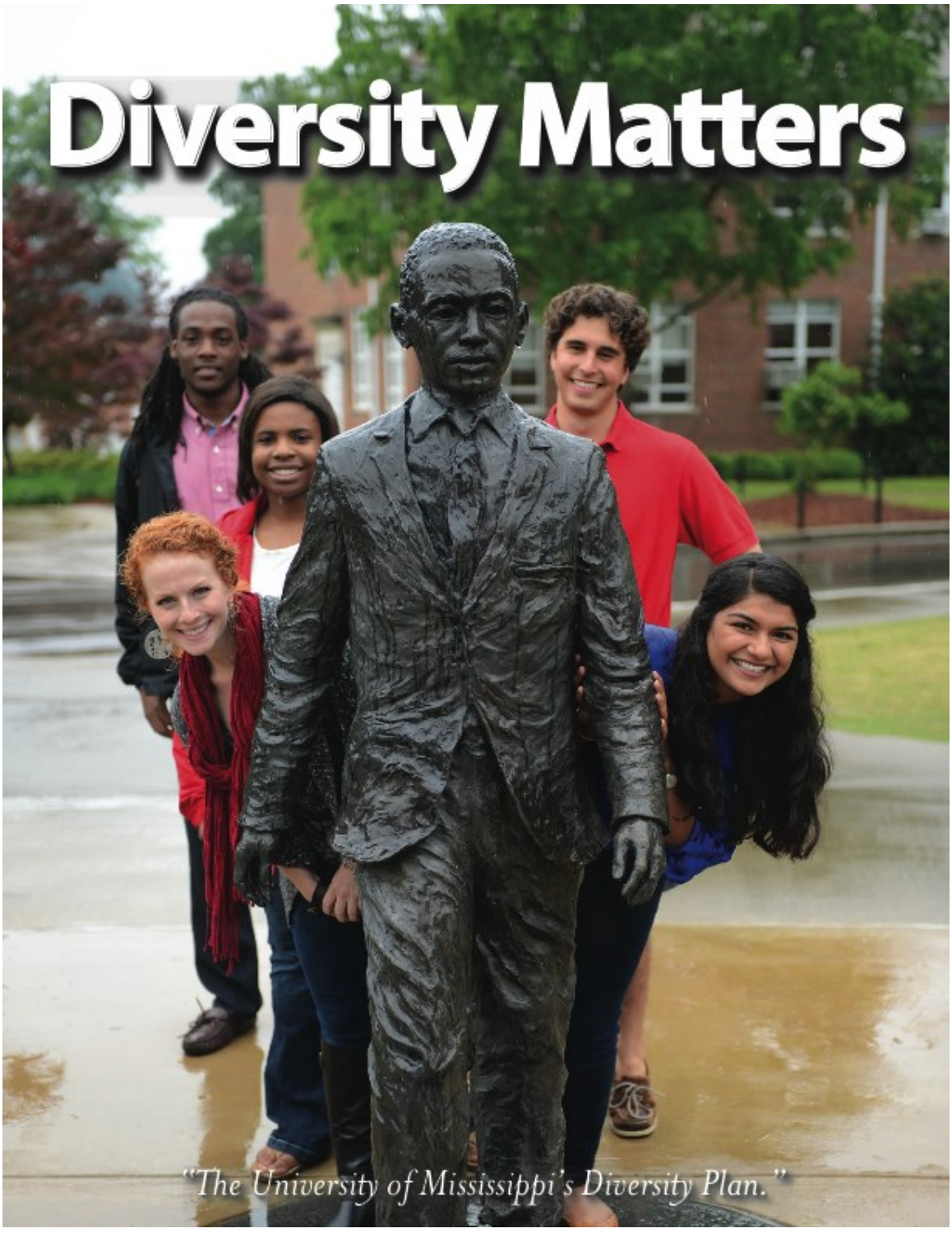
Diversity Matters
"The University of Mississippi's Diversity Plan."

University of Mississippi Diversity Plan

Outline:

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THE UNIVERSITY of MISSISSIPPI
OFFICE OF THE CHANCELLOR

Jeffrey S. Vitter
Chancellor and Distinguished Professor

May 27, 2016

Diversity is a hallmark of education and enriches the environment and experiences of all our campus constituents. Diverse teams are more creative, productive, and successful. The University of Mississippi embraces and encourages diversity of all forms in all our academic endeavors, student recruitment, hiring practices, and engagement activities.

From our main campus in Oxford to our four regional campuses and our academic health center, we provide academic, research, and professional programs and health care to tens of thousands of people. The members of the university and those we serve are part of a diverse community of different religions, races, economic backgrounds, ages, political perspectives, physical abilities, sexual orientations, gender expressions, nationalities, cultures, fields of study, and other characteristics. We support all members of our community and uphold the UM Creed, which calls upon us to respect the dignity of each person — it is a living commitment that shapes all we do.

We are fortunate to have a university community so dedicated to creating an inclusive and welcoming climate for all. I am committed as your chancellor to doing all I can to make our university a vibrant magnet to attract and retain the very best minds from Mississippi and around the world.

As a flagship university, we must not simply follow others in promoting diversity; we must lead and truly champion it broadly across all our endeavors.. As reflected in this report, we have taken great strides and actualized many positive results in the areas of diversity and inclusion. And we are committed to the achieving the lofty goals outlined and serving as a beacon of diversity and inclusion.

Sincerely,

J.S. Vitter

Jeffrey S. Vitter

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I. Introduction

The University of Mississippi is committed to diversity is all aspects of its interpretation. This commitment stems from its mission as a flagship institution in the state's higher education system, with the imperative to serve a diverse populous through teaching, research and service. Moreover, as an institution that once opposed access, equity and diversity, the University of Mississippi realizes its unique obligation to educate and lead the state's citizenry with unquestionable commitment toward these goals, and to develop action plans commensurate with its commitments toward these goals.

At the University of Mississippi, we prepare our students to live, work and be productive citizens. Diversity is an unavoidable fact of life within the context of the world in which we live. It is not manufactured, nor avoidable; rather, it is intrinsic to human existence.

The presence of a diverse mix of students and faculty, with their individual intellectual perspectives and contributions, enriches the University community. The health and well being of the University of Mississippi – indeed the well-being of America - is dependent upon our embracing diversity. It is for this reason that we obligate much of our resources and talent to help our state realize the value of diversity. A university is a place where people "discover the truth" and, as such, we are a place where debate, rhetoric, tolerance, and logic are taught as tools for uncovering truths. We intend to be an institution that instills in its students and employees a lifelong understanding of diversity.

Diversity has many faces and we are not completely sure that we are aware of all facets of this concept. However, we do realize that value is brought to the academic table by individuals from various cultural backgrounds and life paths. The social construct of the US has race as one of the defining aspects of diversity. Race, gender, disability, sexual preference, religious choice, ethnicity, economic status, age, and geographic affiliation are additional facets that describe diversity in today's world.

The University has prepared this Diversity Plan through deliberation of a Diversity Task Force, the membership of which is given in the Appendix. This Diversity Plan will be organized as follows.

- Section II provides a brief historical overview of the University
- Section III states the IHL Diversity Goals and Institutional Diversity Goals
- Section IV presents **plans** for new initiatives directed toward the four broad IHL diversity goals, as well as an **inventory** of current diversity initiatives that support each of the four broad IHL diversity goals.
- The Appendix contains various supporting tables.

II. Historical Overview of the University

The University of Mississippi, which opened its doors to its first students in 1848, is located in the Northern portion of the state in the town of Oxford. A rural setting provides an atmosphere that encourages full-time enrollment and promotes closeness between the campus and local community. The Fall 2012 total enrollment at The University of Mississippi is 18,794 students, approximately 2,734 of whom are graduate students. Among our faculty, 140 of the 900 full-time faculty are minority and 425 are female. The College of Liberal Arts was founded with the University. In subsequent years the University grew to include the Schools of Law, Engineering, Medicine (now relocated to Jackson), Education, Pharmacy, Business Administration, Accountancy, Applied Sciences, Journalism and New Media, and the Graduate School. The college and the schools on the Oxford campus offer more than 74 undergraduate degree programs.

The Graduate School coordinates the degree work of 2,734 students and the research of over 500 faculty members. Master's graduate programs are offered in 44 disciplines, specialist programs are offered in three areas, and doctoral programs are offered in 23 disciplines. First professional programs include the JD and PharmD.

The Past: In the fall of 1962, the University of Mississippi unfortunately and rebelliously distinguished itself nationally as a stern opponent of racial diversity with campus riots in opposition to the entry of its first African-American student, James Meredith. So significant was this particular event that it took a U.S. President, federal troops, two lives and much time to restore calm. These events have been well documented. Since that event, the question that has shaped this institution has been:

> *How does one take this dark past and convincingly tell the nation, and prospective minority students, that the institution's past stance no longer defines its current thinking and that today minorities are welcomed on the campus, their presence plays a significant part of the educational process for all students, and that the University's goal is to be diversified in all aspects?*

The question above has no simple answer. Instead, we address it daily through a clear commitment to progress that begins with the Chancellor and permeates throughout the entire core of the institution.

And this progress can be clearly measured by such metrics as increases in the enrollment of minority students (from 19% to 25% just over the past five years) and the number of degrees awarded to African-American students (up by 30% over the past five years). Other, less quantitative measures of progress are the facts that the student body elected an African-American female as its student government president in 2012 and that each year since 2009 UM has made *The Chronicle of Higher Education*'s list of "Great Colleges to Work For," including being one of only three large 4-year institutions highlighted for efforts in diversity.

While progress has been made since 1962, we are committed to continue these efforts.

III. Diversity Goals: System Level and Institutional Goals

The Mississippi Institutes of Higher Learning (IHL) has established the following Diversity Goals:

- Board Goal 1: Increasing the enrollment and graduation rate of minorities.
- Board Goal 2: Increasing the employment of minorities in administrative, faculty and staff positions.
- Board Goal 3: Enhancing the overall curriculum by infusion of content that enhances multicultural awareness and understanding.
- Board Goal 4: Increasing the use of minority professionals, contractors, and other vendors.

The University of Mississippi embraces the above system level goals and includes these values in its Statement of Mission and Core Values, which are reproduced below.

Our Mission

The University of Mississippi's mission is to create evaluate, share, and apply knowledge in a free, open, and **inclusive environment** of intellectual inquiry. Building upon a distinguished foundation in the liberal arts, the state's oldest university serves the people of Mississippi and the world through a breadth of academic, research, and professional programs. The University of Mississippi provides an academic experience that emphasizes critical thinking, encourages intellectual depth and creativity, challenges and inspires **a diverse community of undergraduate, graduate and professional students**; provides enriching opportunities outside the classroom, supports lifelong learning; and develops a sense of global responsibility.

Statement of Institutional Core Values

In pursuing its mission, the University of Mississippi:

- Reaffirms its identity and purpose as fundamentally academic.
- Nurtures excellence in teaching, learning, creativity, and research.
- Provides the best and most accessible undergraduate education in the state of Mississippi
- Offers high quality graduate and professional programs.
- Protects academic freedom and cultivates individual integrity and academic honest.
- Promotes **inclusiveness in its student body, faculty, and staff**,
- Requires **respect for all individuals and groups**,
- Fosters a **civil community** of shared governance and collaborative endeavors.
- Practices good stewardship of its resources.
- Devotes its knowledge and ability to serve the state and the world.
- Honors the dignity of all employees and compensates them fairly.

The University of Mississippi also includes statements regarding concepts of individual dignity, fairness, and civility in the ***University Creed*** (see below) and in our General Education learning goals and in the learning goals for several majors (see below).

The Creed of the University of Mississippi

The University of Mississippi is a community of learning dedicated to nurturing excellence in intellectual inquiry and personal character in an open and diverse environment. As a voluntary member of this community:

I believe in respect for the dignity of each person

I believe in fairness and civility

I believe in personal and professional integrity

I believe in academic honesty

I believe in academic freedom

I believe in good stewardship of our resources

I pledge to uphold these values and encourage others to follow my example.

General Education/Core Curriculum Mission Statement

The purpose of General Education is to provide a broad foundation of liberal learning, assisting students in:
- understanding their chosen professions in the broader context of human endeavor;
- adapting to a world of evolving intellectual challenge and professional change;
- becoming informed and involved citizens in a democratic society;
- examining ideals from diverse background and perspectives, as well as gaining a critical understanding of ideas from Western traditions; and
- leading lives rich with meaning and satisfaction.

Core Curriculum courses (30 hours of course work) should enable students to
1. Study the principal domains of knowledge and their methods of inquiry;
2. Integrate knowledge from diverse disciplines;
3. Analyze synthesize, and evaluate complex and challenging material that stimulates intellectual curiosity, reflection, and capacity for lifelong learning;
4. Communicate qualitative, quantitative, and technological concepts be effective written, oral, numerical and graphical means;
5. Work individually and collaboratively on projects that require the application of knowledge and skill;
6. Understand a variety of world cultures as well as the richness and complexity of American society; and
7. Realize that knowledge and ability carry with them a responsibility for their constructive and ethical use in society.

IV. Plan and Assessment

The overall goals of the Diversity Plan for The University of Mississippi are:

- to have the students and employees of this institution better reflect the demographics of the state that we serve,
- to instill in our students and faculty a working understanding of diversity in society, and
- to promote diversity through our contracts with minority and female contractors/vendors and professionals.

This is why we have instituted the various initiatives and programs that have played a significant role in diversifying the institution over the past 50 years. Realizing that some efforts toward diversity become less effective over time, we take this opportunity to plan several new initiatives and to enhance several existing programs.

Our experience in working with diversity over the years has taught us that progress on this front is enhanced when we are deliberate and bold in our efforts. Moreover, we firmly believe that diversifying the institution is the responsibility of the entire University. As such, the University will coordinate its internal efforts towards this venture. The Chancellor will take the lead role and assign individuals, committees and offices as required in order to make this plan an effective living document. At present, the Diversity Committee (see appendix) will continue to augment and monitor the University's efforts in implementing this plan. The Chief Diversity Officer, Dr. Donald Cole, will be responsible for briefing the Chancellor and advising him on revisions and resources needed for continual advancement of the Diversity Plan. A formal report will be submitted to the Chancellor annually detailing progress on implementation and an assessment of the state of diversity at the University. The Chancellor will then issue a written communication to the broader university community reaffirming commitment to the Plan, summarizing progress made towards that end, and encouraging continued efforts in implementation.

In the Plan that follows, we address each of the four IHL diversity goals in separate sections. We begin with a brief analysis of the current situation relevant to each broad goal. This will be followed by a set of proposed initiatives (new efforts, or ones that we will expand) and then by a listing of existing programs that also support the individual diversity goal. Additionally, we provide a fifth section that summarizes cross-cutting initiatives and current programs; these are overarching initiative/programs that support several of the IHL diversity goals. The overall plan includes aggressive strategies. In several instances below, particularly when a new initiative is being proposed, we include comments about the goal of the initiative and a means of assessment of progress. In other cases we will charge the controlling unit with the task of setting specific performance goals and an appropriate assessment strategy. The Office of Strategic Planning and the Office of Institutional Research and Assessment will be involved in monitoring the implementation and outcomes related to the four IHL diversity goals, using the systems already in place to conduct assessment.

This Diversity Plan was prepared in parallel with a Report and Recommendations of the Sensitivity and Respect Committee, which is an internal study of the current diversity climate on campus submitted to the Chancellor in September, 2013. A number of the components of the following Diversity Plan were informed by and dovetail with recommendations from this standing committee, thus indicating the extent of institutional engagement in the process. The tables below of planned actions will indicate instances in which the action item was also recommended by this committee.

UM Diversity Plan - 2013

Board Goal 1: Increasing the enrollment and graduation rate of minorities

Background Information on Current Campus Climate: The following sets of statistical data are provided in the Appendix.

- Enrollment by Gender and Race/Ethnicity (Table C.1.a)
- Enrollment by Level (undergraduate and graduate), Race/Ethnicity, and Gender (Table C.1.b)
- Enrollment of Minorities and Females by Academic Department (Table C.1.c)
- Enrollment for Individual Degree Programs, Disaggregated by Race/Ethnicity (Table C.1.d)
- Undergraduate Degrees Granted to African-Americans (Table C.2)
- First Year Retention and Graduation Rate Data (for All Students and Black Students) (Table C.3.a and b)
- First Year Retention Rates by Academic Departments (broken by Race/Ethnicity and Gender) (Table C.3.c)
- Graduation Rates by Academic Departments (broken by Race/Ethnicity and Gender) (Table C.3.d)
- Financial Aid Distribution Information by Gender and Race/Ethnicity (Table D)

Highlights:

- Enrollment of minority students has increased from 19% to 25% over the past five years.
- The number of bachelor's degrees granted to African-American students has increased by 30.5% over the past five years.
- The graduation rate of African-American students remains a problem; however the first year retention rate of African American students is within a few percentage points of the average for all students, with the first year retention rate of Black males actually exceeding that of all males this most recent year.

Student perception data (NSSE, HERI Diverse Learning Environment, and graduating student survey data) are described in association with Board Goal 3.

Analysis: Data presented in the Appendix show that there has been a significant and steady increase in the percentage of UM students who are underrepresented minorities over the past five years, from 19% to 25% of the total enrollment. Given the geographic location of UM and its past history, we consider this to be good progress. Additionally, there has been a 30% increase in the number of degrees granted to minority students over the same five year period. Yet, an obvious problem exists with the graduation rate for

minority students, particularly Black males. The first year retention rate of Black students, however, is only slightly lower than that for All students and the first year retention rate of Black males even surpassed that of All males in the most recent year for which we have complete data (see Table C.3.a in Appendix). From analysis of the enrollment patterns for various academic departments, we can identify certain units where improvement can be made. The most significant outcome of our analysis of retention data is that it enables us to identify those academic programs where the first year retention rate and graduation rate of minority students shows a gap in comparison with White students. For example, in Table C.3.d (Appendix) there are four undergraduate programs/departments for which the graduation rate of minority students is more than 20% below that of White students (and for which the cohort of minority students is more than 10, to make the analysis statistically significant).

Consequently, the proposed strategies for addressing Goal #1 (enrollment, retention, graduation rate) will emphasize efforts to improve retention and graduation rates. Our goal is to achieve first year retention rates and graduation rates for minority students that are comparable to that for All students. ***Specifically, our goal is for all undergraduate degree programs (which have adequate cohort sizes for a meaningful comparison) to have a graduation rate for minority students that is within 80% of that for White students.***

In terms of overall enrollment, UM has an internal goal of increasing overall enrollment by at least 1.5% each year. ***Our goal is to increase minority enrollment at a greater rate (e.g., 2.5% per year).***

Institutional financial aid is an important tool for recruiting and retaining students. Data in Table D in the Appendix shows the number of students receiving institutional financial aid, broken down by gender and race/ethnicity and residence status. These data are for the Fall 2012 semester and show, for example, that 45% of male students (considering both undergraduate and graduate students) and 48% of female students receive some type of institutional aid. When dissected by race/ethnicity, 45% and 41% of Black and Hispanic students receive financial aid, as compared to 46% of White students. The percentage of Asian students receiving aid is the highest. In Fall 2009, 24.2% of UM's institutional financial aid went to minority students; in Fall 2012, this percentage increased to 26.0%. The most significant change in our financial aid pattern in recent years has been due to the creation of the Ole Miss Opportunity Scholarship program, which directs aid based on financial need.

Many of the strategies below focus on retention, but some strategies also involve efforts to enhance enrollment through a combination of recruiting efforts and financial support. In recruiting we will target students from minority serving high schools, military veterans, international students (undergraduate level), students with disabilities, and community college transfer students.

Goal 1 Strategies/Programs	Specific Goal and Means of Assessing Progress and/or Notes	Implementing Unit/Personnel	Oversight Responsibility Unit/Person
• Create a welcoming, receptive and inclusive climate for all students of the University of Mississippi, both to aid recruitment and retention; ongoing assessment via NSSE and HERI surveys (+SRC)[1]	Improved student scoring on the NSEE survey section on campus environment (or other similar survey of environmental climate), with no statistical difference between average responses of majority and minority students.	All Departments, personnel and auxiliaries	University Chancellor
Recruitment and Retention: Minority students	Goal to increase minority enrollment at a greater rate than the growth of the university	Office of Admissions	Vice Chancellor for Student Affairs (VCSA)
• Target minority serving High School; diversify recruiting staff, create recruiting literature, advertisements and programming that appeals to minority students (+SRC)		Office of Admissions	VCSA
• Expand the MOST Conference (see below), which targets African-American students from Mississippi and their families, by adding a mentoring program component, to involve year-long follow up contacts with the high school students. Begin contacts with students at an earlier stage in their high school career (e.g., Spring of Jr year) with recruiting/advising efforts, including efforts to prompt these prospects to complete applications for housing, financial aid, etc. at any earlier point (+SRC)	Increase the number of participants by >20% (from a 2012-13 level of 70); increase by at least 10% the percentage of MOST participants who attend UM	Office of Admissions	VCSA

[1]In this and other tables, (+SRC) indicates those strategies and goals that were also recommended by the Sensitivity and Respect Committee Report.

• Increase awareness of the Luckyday Scholarship program; we have identified 9 counties in Mississippi from which we have zero or one recipient since 2005; we will have Regional Admissions Counselors promote this scholarship program to the high schools in these counties.	Increase the number of students in the nine mentioned counties who apply for and receive Luckyday and other scholarships.	Office of Admissions and Luckyday Programs	VCSA
• Jackson area recruitment; increase recruiting efforts directed toward minority students in Jackson area high schools; add a second Regional Admission Counselor with responsibilities for the Jackson areas	Double the number of personal visits to JPS schools; increase applicant numbers by 25%; enroll 10% more minority students from Jackson area	Office of Admissions	VCSA
• Increase the use of faculty in recruiting (especially minority faculty) (+SRC)		Office of Admissions/Deans' Offices	University Provost
• Work more innovatively with Alumni Groups to support entry and successful career placement of minority students (+SRC)		Assistant Director of Alumni Affairs/Career Center	Chief Diversity Officer
• Increase awareness of faculty about external funding opportunities (e.g., McNair, AMP, AGEP, REUs) that support female and minority students. Encourage faculty to seek such externally funded projects and research for minority participation.		Office of Research	Vice Chancellor for Research and Sponsored Programs
Recruitment: Military veterans		Veteran and Military Services Coordinator and the Office of Admissions	VCSA
• Target military veterans by increasing recruitment and	Increase veteran attendance by approximately 75% in FY14 (add 100	Veteran and Military Services	VCSA

retention efforts; this is a relatively new effort, with a recently hired position within our Center for Student Support/First Year Experience.	veterans), from the current enrollment of 125, and a goal of enrolling 500 veterans by FY16; increase veteran's retention rate to 90% for FY14.	Coordinator and the Office of Admissions	
Recruitment: International undergraduates; target international students (two relatively new initiatives described below)		Office of International Programs	Office of Global Engagement
• Develop a partnership between UM and Zinch China to more effectively recruit international undergraduate students from China. Zinch China will facilitate marketing/brand development and generate a list of qualified prospects; UM will have current, enrolled students from China engage the prospects and their parents via China-specific social media and other communication tools.	Will establish goals for the number of Zinch China leads generated, the number who apply, are admitted, and enroll as UM freshmen.	Office of International Programs	Office of Global Engagement (which reports to the Provost)
• Recruitment of International Summer Program (ISP) participants to return to UM as freshmen; ISP is sponsored by our Division of Outreach/Summer Programs and brings to campus a number of international high school students for academic opportunities. The strategy will involve follow-up recruitment of these participants.	Will establish goals for the number of International Summer Program participants who apply, are admitted, and enroll as UM freshmen	Office of International Programs	Office of Global Engagement (which reports to the Provost)
Recruitment: Disabled students; target disabled students for recruitment and retention efforts		Student Disability Services	VCSA
• Increase recruiting efforts directed toward the deaf by recruiting visits to the Mississippi School for the Deaf.	Goal of increasing the number of deaf students at UM by 100%.	Student Disability Services	VCSA
• Increase retention rate of students with disabilities from current rate of 87.2% by working with		Student Disability Services	VCSA

Institutional Research to track and monitor retention rates of such students			
• Develop Faculty Training Program about Disability Services, to improve faculty understanding of federal disability laws and their knowledge and use of universal design concepts to enhance the academic experiences of students with disabilities.	In progress, with completion of program in August, 2014; means of assessment – administration of a survey showing that at least 80% of respondents felt he training was helpful.	Student Disability Services	VCSA
• Increase support for student-veterans with disabilities by collaboration with UM Veteran and Military Services (ongoing). Goal to increase the number of student-veterans with disability who register with Student Disability Services.	Means of assessment – to see a 5% increase per academic year in the number of student-veterans with disabilities registered with Student Disability Services	Student Disability Services	VCSA
• Increase visibility of Student Disability Services to minority students/prospects by participation in the MOST Conferences.	Goal to see at least a 2% increase per academic year (over a three year period) in the number of minority students with disabilities who register with Student Disability Services.	Student Disability Services	VCSA
Recruitment: Transfer students	Increase enrollment of Mississippi community college transfer students who enroll on the Oxford campus by 5%.	Office of Admissions	VCSA
• Develop a recruiting plan that targets community college transfer students, noting that these students include a high percentage of minority, female, and non-traditional students; add an additional recruiter.	Implementation of plan	Office of Admissions	VCSA
• Develop “transition support” programs for incoming	Note that a high percentage of	Associate Deans in various	Provost

community college transfer students, to enhance their academic success; these may include "boot camp" summer courses (specific to the intended major) before Fall entry and a new course, Edhe 305, designed to be a version of Edhe 105 for transfer students	CC transfer students are minority and female. A section of Edhe 105 designed for transfer students was offered in Spring 2013 as a pilot; the goal is to formalize this as Edhe 305 for transfer students.	schools/Center for Student Success and First Year Experience	
General Retention Activities, to improve the persistence of all students		Retention Committee	VCSA/Provost
• Provide adequate support to the Retention Committee charged with monitoring persistence data and intervention strategies; have this Committee develop a retention plan that specifically addresses critical issues, such as the Black male persistence problem	Completion of plan.	Director of the Academic Success Center	Provost
• Create additional campus Learning Communities (e.g., FASTrack), Living Learning Communities (e.g. Emerging Leaders, Global Perspectives, STEM LLC), and Freshmen Interest Groups that provide cohort communities for students to aid in social and academic support (+SRC)	Creation of a version of FASTrack for students interested in STEM majors, as a tool to improve retention in these "high impact" majors, which tend to show higher attrition. Creation of additional FIGs and LLCs for students with other shared interests.	Associate Provost	Provost
• Implementation of a designed Residential Curriculum for students in residence halls; these are a series of programs offered for student residents covering topics such as diversity and multicultural competency.	Demonstrated decrease in reported incidents related to diversity and multicultural misconduct form Fy13 to FY14 due to implementation of strategies of the Residential	Housing/Assistant Director of Residential Learning	VCSA

	Curriculum		
• Investigate the feasibility of a campus "Multicultural Center" (+SRC)	Note: a proposal for such as center has been submitted to the Chancellor for consideration.	VCSA	Chancellor
• Increase the number graduates in Counselor Education Program (graduate level, to produce graduates who may become HS counselors, to meet a critical need in the state)	Increase masters, specialist, and doctoral enrollment and degrees granted in this program by 20% over the next three years (from a total enrollment of 117 in these programs in Fall 2012)	Dean of School of Education	Provost
• Expand the FASTrack Program (see narrative below on the functioning and success of this program) that allows students to matriculate in cohorts	Expand FASTrack participation from 218 freshmen in 2011-12 to 400 freshmen by 2020. Continue to find a first year retention rate of FASTrack students that is greater than that for a comparable cohort of student with the same ACT/gpa. Note that 38% of FASTrack participants will be minority in Fall 2013, due to targeted recruiting.	Assistant Dean of Liberal Arts	Provost
• Streamline the recording of class attendance for the FABI Program (tracking absences and intervening) and continue to develop intervention/counseling efforts for students demonstrating "at risk" behavior through multiple class absences; coordinate these efforts with the counseling/advising efforts provided to student athletes through the FedEx Center and Athletic Departments Academic Support Services	Expand the number of scanner-enabled classrooms by 10 per year and provide adequate advisors to contact students	Academic Student Success Center/Athletic Department's Academic Support Center	Vice Chancellor for Student Affairs (VCSA) and Associate Provost

Inventory of Current Programs Supporting Board Goal 1

(The comment "Assessed" at the end of each program indicates whether the effectiveness of the unit is regularly assessed, as part of the biennial assessment routine for the controlling unit. In cases where a program is not subjected to a regular assessment routine, the usual reason is that the program is not administered by a budgeted office, such as being a student led effort.)

Undergraduate Admissions Office: This office includes regional admissions counselors, some of whom are assigned to minority serving institutions throughout the state. (Assessed)

Mississippi Outreach to Scholastic Talent Conference (MOST Conference): The University hosts two annual conferences that bring about 70 top Mississippi and Memphis-area African-American students to campus for a two-day recruitment program.

ASB Social Integration Task Force: In March 2012 the Associated Student Body created a student-led task force to explore issues of social segregation on the Ole Miss campus. The task force currently consists of about a dozen students and four faculty members. This group will collaborate with the Critical Race Studies Group to eventually make solid recommendations for integrating the social experiences of the diverse student body at Ole Miss and reducing the opportunity for students to self-segregate.

One Mississippi: Following campus-wide concern over a racial incident at a Greek house in 2007, student leaders came together and decided to host a weekend retreat for a diverse sample of students to talk about racial issues on campus. The retreat produced an official student group called One Mississippi. The retreat has become an annual event that hundreds of students have participated in. One Mississippi has also hosted dialogues and social integration events. Most famously, the group took on the Ku Klux Klan with a successful counter-protest when the hate group came to campus in the fall of 2009. The rally and other One Mississippi efforts were featured in a recent PBS series, *Not in Our Town*. A couple years ago, One Mississippi successfully spurred the effort to bring a new on-field mascot to the Ole Miss sidelines.

Emerging Leaders: Emerging Leaders, the sophomore residential community at Campus Walk Apartments, empowers sophomores with essential leadership skills by providing opportunities for student success through academic enrichment, faculty connections, career exploration, and leadership development. While Emerging Leaders was not solely created for underrepresented groups, the majority of participants are among the underrepresented. With that being noted, these students are provided the skills, strategies, and support to become leaders not only on our campus but also in the greater community. Emerging Leaders will measure the success of

students via GPA checks, involvement and number of leadership roles obtained on campus. The program, operated under Student Housing/Residence Life, will also compare the success of the participants in relation to a control group.

OMazing Race: The purpose of "The OMazing Race" is to place students from different ethnicities, religions, ages, and other descriptive attributes and interests in an environment where they have the opportunity to explore their perspectives and opinions about people seemingly unlike themselves. Created by a member of the Alumni Office, the OMazing Race has become a popular annual event co-hosted by the Student Programming Board and One Mississippi. After an opening dinner and dialogue, students, who are randomly grouped into teams of four, do a scavenger hunt across campus the next day. The winning team receives $2,000. (Assessed as part of larger unit)

Two + 2: The Associated Student Body created Two+2 in Fall 2011. The program randomly matches pairs of students, faculty, staff, or administrators for lunch or coffee each week. The program has recruited a diverse pool of more than 300 members of the Ole Miss family. The weekly meetings allow for diverse interactions that otherwise wouldn't have happened and are creating lots of new friendships. The ASB hopes to expand this program to include many more incoming freshmen.

Black and White Affair: This annual event celebrates diversity on the Ole Miss campus, and especially tries to bring together black and white students. The Black and White Affair is put on by the Associated Student Body, the Office of the Dean of Students/Multicultural Affairs, and the Black Student Union. The event usually consists of a dinner, music entertainment, and a keynote speaker. Each year, the event planners also present Diversity Awards to faculty and students.

Student groups devoted to diversity or representing various minority populations: A number of student groups exist on campus to support certain groups of students. Among these are the following: the Gay-Straight Alliance, ALLIES, the Black Student Union, the UM Feminist Majority, the African Caribbean Organization, the Cultural Connections Club, the Cultural Connections Mentor Program, the Indian Students Association, the International Student Organization, the Latin American Student Organization, the Vietnamese Student Association, the Russian Club, the German Club, the Chinese Club, Le Club Francais, the International Ladies Club, and the Taiwanese Student Association. The support groups for individuals based on sexual orientation are relatively new and active. The **ALLIES Program** at UM is an advocacy group for GLBT (Gay, Lesbian, Bisexual, and Transgender) issues. This organization seeks to provide a "safe haven" to individual who want to discuss sexual orientation issues in a secure, nonjudgmental environment. The organization trains staff and faculty members on best practices in managing students, situations and individuals in one-on-one setting, group environments and classroom situations when discussing GLBT topics. This training provides opportunities to maximize learning potential and minimize both discontent and fallacies. The **Gay-Straight Alliance** is a student organization that

provides advocacy and education for individuals in the University and Oxford communities, as well as work to increase tolerance and respect for individuals of all sexual orientations and identities. Through this organization, students are introduced to **PFLAG** (Parents, Families and Friends of Lesbians and Gays) of Oxford/North Mississippi who support, educate and advocate for a better, safer world.

S.T.A.R.S: (Student Transition and Retention Support) has been created to address the needs of the special population of first-generation students. S.T.A.R.S. provides programs and services targeted to the first-generation college student, as well as help to facilitate preparation, recruitment, adjustment, retention and graduation from college. Throughout the semester, S.T.A.R.S hosts informative sessions integrating the wellness models. The program is geared toward assisting students in understanding choice living, actions that lead us to that person we choose to become.

Lucky Day Program: This financial program assists in the transition of students from high school to college. The program is "needs based" and many minority students take advantage of not only its financial component but its academics benefits as well (Study Hall, Retreats, Community Service, Mentoring and networking). (Assessed)

Office of the Dean of Student – Multicultural Affairs: The Office of Multicultural Affairs' office assists the university in providing a diverse collegiate experience. Much of the diverse programing on campus is coordinated through this office.

Multicultural Programming: This office sponsors of a series of culturally appropriate university programs (artistic and social) of significance and interest to underrepresented and/or minority populations.

Black Student Union: This student group promotes programs and issues of importance to the African American population on campus, thus supporting retention and fostering community and voice.

Black Law Students Association: This organization articulates and promotes the professional needs and goals of Black Law Students. It fosters and encourages professional competence with a focus upon the relationship of the Black Law Student and the Black Attorney to the American legal structure. It attempts to instill in the Black Attorney and Law Student a greater awareness and commitment to the needs of the Black community and it attempts to influence the legal community to bring out meaningful change to meet the needs of the Black community;

The African Caribbean Association: This is an organization promoting the contributions of African and Caribbean Faculty, Alumni, Students and Friends of the University of Mississippi. The purpose of the organization is to address issues affecting African and Caribbean students and to facilitate cultural diversity, awareness and social interaction at the University of Mississippi.

Cerebration of Achievement: This is an annual ceremonial recognition program celebrating the degree attainment of minority students.

Afrolympics: This is a socially cultural exchange program between the races at Ole Miss. Teams of mixed races compete in games and sports in an effort to promote dialogue and exchange between the races.

University Counseling Center: This center espouses a philosophy of acceptance and respect, compassion and support for the individuals that we serve as well as toward each other. It works to create a warm, welcoming environment that expresses respect for the individual and their relationships. The office holds a belief in the self-determination and growth of the individual and adopts a holistic view - from being providers of psychological services for the University community (our clients), to working to meet the broader needs of our clients. (Assessed)

Office of International Programs: The Office of International Programs (OIP) provides a variety of support programs for international students and scholars. OIP assists prospective international students with admissions and enrollment; enrolled students with arrival, adjustment, and immigration advising; and international scholars with employment and relocation services, OIP also assists with developing and facilitating international collaborations and with promoting awareness, among our students, faculty/staff, and local community of international cultures. OIP sponsors various events and programs, including Cultural Excursions, Cultural Café', Experience America Together (E.A.T.), International Suitcase, Global Connections Program, International Student Programming. In addition, there are a variety of student-led organizations, the Latin American Student Organization, the Vietnamese Student Association, the Russian Club, the German Club, the Chinese Club, Le Club Francais, the International Ladies Cub, and the Taiwanese Student Association. (Assessed)

Alumni Association – Black Alumni Advisory Council: The Black Alumni Advisory Council is committed to serving the University of Mississippi and the UM Alumni Association through quality programs and services that enhance communications and build mutually beneficial relationships among our black alumni, friends, faculty, staff and students. Among the activities sponsored by

this group is the Black Alumni Reunion, which occurs every three years; this event enhances black alumni involvement and serves as a retention tool for current minority students.

Athletics – Student Athletes Changing Attitudes (SACA): SACA is a support group for African American freshmen athletes attending the University of Mississippi. The group, sponsored by the Department of African-American Studies, Athletics Academic Support Office, and the Division of Student Affairs, provides a series of programs to aid in the social, emotional, physical and intellectual development of the student athletes. The student athletes are each assigned a faculty/staff mentor to help with the transition from high school to college.

Academic Support Center: This center offers professional, quality advising and support to the University of Mississippi community through efficient service, communication of University policy, and open collaboration with University departments and support services in an effort to facilitate the educational experience. Although not a strictly minority program, our minority students vastly use the services of this offices and its various programs. The minority retention rates have improved as a result of this programming. (Assessed)

FASTrack (Foundations for Academic Success Track): FASTrack (Foundations for Academic Success Track) provides first-year students with academic support during the critical transition from high school to college. Students in FASTrack connect with their peers in small, supportive learning communities. They take enhanced versions of popular courses, and they receive individual attention from hand-picked instructors, mentors, and academic advisors. FASTrack is open to all eligible students. This program does targeted recruiting of minority students; for the upcoming 2013/14 year, 38% of the 325 participants will be underrepresented minority students.

First-Year Attendance-Based Initiative (FABI): FABI began in the Fall of 2001. This program targets freshmen attendance in lower division courses. Using our FABI web-based reporting tool, instructors report freshmen who have been absent three times. The Academic Support Center downloads that information weekly and notifies each student's Residence Hall Director of the students' absences.

SUCCESS Program: This is an intervention program in the School of Engineering for at-risk freshman that provides mentoring and academic support to increase their chances for success. Many underrepresented students take advantage of this program that offers additional services – both academic and social.

Summer-Before-College Program: This is an early entry Liberal Arts program for students with marginal ACT scores to eliminate deficiencies before beginning fall semester classes. Students are placed into cohorts and continue this relationship through their freshman year.

Study Skills Workshops: (targeting minority students): The Academic Support Center offers the following workshops: Goal Setting; Time Management; Reading Strategies; Note-taking: Getting the Most from Your Textbook; Concentration; Note Taking: Lectures; Levels of Comprehension; Active Learning; Learning Styles; Personality "Types"; Career Center Services; and From Major to Occupation.

Ole Miss Opportunity Program: The University of Mississippi is committed to providing access to quality education for students from all backgrounds. Through our Ole Miss Opportunity program, the University guarantees that eligible Mississippi resident students will receive financial aid support to cover the average cost of tuition, residence hall housing, and an allowance for meals. This program will fill the gap in funding after all federal, state, institutional, and private scholarships and grants awarded to the student have been considered.

Student Disability Services: The Mission of the Office of Student Disability Services (SDS) is to ensure equal access to a quality education for students with disabilities. At the University of Mississippi, approximately 5% of students are registered with Student Disability Services. Because students with disabilities are not required by law to register with a university's disability office, it can be assumed that there are many more students with disabilities on campus who are not registered with SDS. SDS is committed to embracing an educational community that celebrates and values the uniqueness and diversity of each student. At this time, SDS provides the following to assist with issues of disability at the University of Mississippi: (Assessed)

- Classroom accommodations to verified students (including but not limited to, extended time, note taking assistance, preferential seating, etc);
- ASL interpreting services in the classroom and as requested by the University community;
- Text conversion assistance including Braille, tactile graphics, and accessible electronic formats;
- Membership on numerous campus committees including the Sensitivity & Respect Committee, the Diversity Plan Committee, the Diversity Leadership Group and the newly formed Chancellor's Committee on Accessibility;
- Disability Awareness Month (April of each year);

- Access Awards (given each April to a faculty member and a staff member nominated by students with disabilities for exceptional service toward accessibility and universal design);
- In-service workshops as requested for university administrative and academic departments; and,
- Assistance with policy development and decision-making at the administrative level as related to access for those with disabilities.

Board Goal 2: Increasing the employment of minorities in administrative, faculty and staff positions

Background Information on Current Administration, Faculty, and Staff Employment: The following employee data are given in the Appendix.

- Employee Data by Broad Category and Gender (Table D.1)
- Employee Data by Broad Category and Race/Ethnicity (Table D.2)
- Employee Data by EEO Category, Race/Ethnicity, and Gender (Table D.3)
- Employee Data by School, Race/Ethnicity, and Gender (Table D.4)

Benchmark data on the female and minority faculty are given in the text below.

Information regarding obstacles to hiring minority faculty is given in the text below.

Information about employee perceptions is given in the text below.

Analysis: The percentage of UM's tenured and non-tenured faculty members who are minority is 14.5% and 17%, respectively (2012-13 data). These percentages are marginally higher than those for national data (Chronicle of Higher Education, Sept 25, 2011, "Diversity in the Academy," showing 7% of faculty at doctoral/public universities are underrepresented minorities and 16% are total minority. Also, an IPEDs custom report (from the National Center for Educational Statistics) of the 31 SUG universities peer group shows the percentage of minority faculty members (2011 data, all permanent faculty) to range from 9% to 27%, with an average of 16%. Thus, the percentage of UM faculty who are minority is within the range of that for peer institutions in the Southern region. However, our goal is to better reflect the populace of the state of Mississippi, which means that we strive for higher percentages of faculty who are minority. Over the past five years, UM has added a net of 6 minority faculty members and 15.6% of our total full-time faculty are minority. However, because we have grown in total faculty, the percentage of faculty who are minority has only increased by 0.5% over the past five years.

From input from the academic deans, the main obstacles to hiring more minority faculty members into tenure track positions are: the inability to offer competitive salaries (often our salaries are 30-60% below market value for minority faculty), the limited pool of qualified minority faculty in some disciplines, the negative perception of candidates from outside the Southeast about settling in this region, a lack of a vibrant ethnic middle-class in Oxford representing the broad range of African Diaspora (Caribbean, South American, European), and a concern about availability of places to worship (for religious minorities). Additionally, minority faculty members who are hired are often recruited away by institutions with deeper pockets. On the other hand, UM has made more

progress in hiring minority administrators, with an increase from 6 to 9 over a five year period.

Our goal regarding the employment of minorities is to increase the percentage of minority faculty members to 18% of the total full-time faculty by 2020. This will require hiring at least 40 new minority faculty members into a combination of tenure track and non-tenure track positions.

There has been a progressive increase in the number of tenured female faculty, from 99 to 128, over the past five years, with 34% of our tenured faculty being female. From the IPED benchmark data for SUG institutions, the percentage of female tenured faculty at the 31 SUG institutions ranges from 17% to 39%, with an average of 27%. Thus, UM is in the top half of this peer group in terms of the percentage of tenured faculty who are female. However, there has been a drop in female administrators (32 to 26) over the same time period. While the latter result is based on small numbers, the influential nature of these positions makes this drop a concern.

As second goal is to increase the number of female administrators, with a target of having at least 40% of new administrator appointments being female until we achieve an overall % female administrators equal to the percent distribution among the tenured faculty.

With respect to staff positions, 27% of such employees are minority, which more closely reflects the demographics of north Mississippi. This percentage has remained constant over the five year period.

Regarding employee perceptions, the University participates in the *Chronicle of Higher Education*'s annual survey of employee satisfaction. For the fourth year in a row, UM has been recognized among the *Chronicle's* Great Places to Work For, as a result of employee responses. (See http://chronicle.com/article/Great-Colleges-to-Work-For/133333/#id=big-table). One of the components of this employee survey asks about Diversity issues and UM has been commended as one of three large, public universities having a positive environment on Diversity.

Goal 2 Strategies/Programs	Specific Goal and Means of Assessing Progress and/or Notes	Implementing Unit/Personnel	Oversight Responsibility Unit/Person
• Equal Opportunity or the Diversity Office will become more proactive in charging each search committee for major positions		Equal Opportunity / Diversity Office	**Provost**
• Maintain a statistical database sufficient for a Utilization Analysis by Job Groups for Administrative, faculty and staff positions		Equal Opportunity	Chancellor
• Increase budget for the Minority Faculty Recruiting, which is used to supplement funding for key minority hires or other faculty recruiting expenses	Increase this budget by 50%	Provost	Chancellor
• Continue to require minority representative on key hiring committees		Provost	Chancellor
• Use the resources of the Black Faculty and Staff Organization and the Critical Race Study Group to attract and recruit minority faculty		Chief Diversity Officer	Provost
• Take advantage of the AGEM Program and data base for hiring minority scientist	Note that AGEM has assisted in producing over 150 minority PhDs and approximately 40 have taken faculty positions in IHL institutions over the past 12 years	Associate Provost	Provost
• Encourage “Grow Your Own” in departments without diverse representation		Associate Provost / Chief Diversity Officer	Provost

• Recruit minority faculty prospects at the SREB Compact for Diversity annual conference; empower CDO to be recruiting agent for academic departments	Have CDO attend this conference with faculty advertisements in hand	Chief Diversity Officer	Provost
• Create "Shadow" programs to groom promising minorities and females into administrative positions	Continue to participate in the SEC Faculty Development Program and recruit minority and female faculty members from UM to be our candidates	Associate Provost / Chief Diversity Officer	Provost
• Create funding pool to supplement departmental recruiting efforts that extends advertisement to journals and web site that attract minority readers (e.g. Diverse, Association of Black Sociologists, …)		Provost	Chancellor
• Develop faculty mentoring programs that support their research, teaching, and academic advancement, as a means to retain and develop faculty; seek external funding for these efforts (+SRC)	Submit an NSF ADVANCE proposal to create a peer mentoring program for female faculty members (a group is planning such a submission)	Associate Provost	Provost
• Formulate "Diversity Training" programs for faculty, staff, and administration (see EORC Diversity Training below), with special emphasis on the employment search process (+SRC)	Expand current workshops (as part of administrator/staff training programs) by moving to online delivery (Workplace Solutions) and moving toward requirement for all new employees	EORC/Chief Diversity Officer	Provost

Inventory of Current Programs Support Diversity Goal 2

(The comment "Assessed" at the end of each program indicates whether the effectiveness of the unit is regularly assessed, as part of the biennial assessment routine for the controlling unit. In cases where a program is not subjected to a regular assessment routine, the usual reason is that the program is not administered by a budgeted office, such as being a committee effort.)

Equal Opportunity and Regulatory Compliance: The EORC Office reports directly to the Chancellor and is responsible for the implementation, monitoring, and evaluation of the University's Affirmative Action program and to ensure compliance with all federal regulations. EO/RC's mission is to ensure the university's compliance with federal regulations regarding fair treatment of faculty, staff, and students; to ensure equal employment opportunity and to ensure equal access to a quality education for students. EO/RC is also responsible for investigating complaints of discrimination and serves as a liaison between the university and federal enforcement agencies concerned with equal opportunity and non-discrimination. (Assessed)

EORC Diversity Training Sessions: In 2012, the EORC Office conducted eight training sessions on Diversity, with a total of 141 employee participants. These sessions are 1-2 hour workshops, which are provided upon request or as part of a response to investigations as a remedy. The training includes two videos as well as handouts and a PowerPoint. (Assessed as part of a larger unit)

Provost Minority Faculty Recruitment Program: This supplemental funding program allows a department some financial flexibility in hiring minority candidates. Too often our compensation structure does not allow flexibility in salaries that are as competitive as many of the peer institutions who are attempting to attract the same candidate. This funding source attempts to "even the playing field" for us in attracting qualified minority candidates for positions on campus.

Black Faculty and Staff Organization – This group promotes activities, issues and programs that support recruitment, retention and success of Black faculty, staff, and students at the University of Mississippi and furthers the missions and goals of the University and enhance the Black experience on the Oxford campus and within the Oxford community at large.

The Chancellor's Commission on the Status of Women: This commission consists of approximately 20 faculty, staff, and student members appointed by the Chancellor and charged with the duty of studying the status of women faculty, staff, and students. The Commission keeps the Chancellor apprised and makes recommendations.

Physical Plant: (Assessed)

- Minimum Wage Program – This program establishes a campus minimum wage far above the national minimum wage in an area that employs many minorities.
- Zone Maintenance Program –This program prepares promising employees for mid-level administrative positions within Physical Plant. It has been used successfully to train and promote minority personnel.

Board Goal 3: Enhancing the overall curriculum by infusion of content that enhances multicultural awareness and understanding

Background Information on Current Curricular Offerings Supporting Diversity:

- Information about the Infusion into the Curriculum, including data on the enrollment in key diversity courses, is given below;
- Information on students' perceptions related to diversity and cultural experiences and relationships is given in the text below and in the Appendix (NSSE data);
- Other student survey data related to perceptions of learning and the campus environment are given in the text below.

Analysis: The University infuses context related to diversity and multicultural awareness/understanding in a variety of way, as explained below in the **Infusion into the Curriculum** pages. As part of the general education core, all students take courses in humanities and social/behavioral sciences. Some examples of topics covered are given below. Among the humanities course options are those in African-American Studies, Gender Studies, and Southern Studies, which are courses that include a significant coverage of these topics. In addition, nearly half of our entering freshmen take a course, Edhe 105, Freshmen Seminar, which includes a chapter on diversity and multicultural understanding. Many individual degree programs have additional course requirements that address topics in multicultural awareness, global perspectives, diversity, etc., as summarized in a table below.

Students also have opportunities to Study Abroad and a relatively high percentage (about 3%) of UM undergraduates take advantage of this program each year.

There is a growing trend among students at UM to engage in service learning courses and projects. Service learning often brings students into direct contact with groups of individuals who are in need (the poor, disabled, elderly, etc.), thus broadening their perspectives and life experiences. Additionally, a wide variety of cultural opportunities are available to UM students through extracurricular activities.

As global evidence of the extent of infusion of diversity and multicultural awareness into our academic and extracurricular programs, we present the following three types of student survey data.

a) National Survey of Student Engagement (NSSE) results for the section on experiences and relationships (including items on diversity and cultural awareness);
b) Graduating Student Survey results for a question related to multicultural/global perspectives;
c) Survey data about the University Creed as it is applied to classroom setting

UM routinely participates in the NSSE survey, which is administered to freshmen and seniors. Selected survey results (e.g., selecting questions that are relevant to diversity and multiculturalism) over a five year period are shown in the Appendix (Table F.1), to show trends. We show below UM responses, compared to those of the SUG peer group,

for three key survey questions. (Responses are on a 4 point scale, with 4 being the most favorable score.)

Selected NSSE Survey Question (2012)	Student Class	UM mean	SUG mean
1.e.Included diverse perspectives (different races, religions, genders, political beliefs, etc) in classroom discussion or writing assignments	Freshmen	2.84	2.67
	Seniors	2.95	2.66
1.k Participated in community-based project (e.g., service learning) as part of a regular course	Freshmen	1.82	1.67
	Seniors	1.88	1.71
11.l Understanding people of other racial and ethnic backgrounds	Freshmen	2.76	2.65
	Seniors	2.89	2.60

Note that the mean scores entered by UM students are consistently more favorable than the mean scores entered by students at peer SUG institutions. We take this as evidence that UM students are achieving the desired awareness of diversity/ethnic issues. The longitudinal results given in the Appendix (Table F.1) are generally consistent over time, with most questions showing improving trends. And those questions that do show a decrease in score over time, (e.g., 6a, 6c) are also those where the UM student response is statistically much more favorable than those from the peer group. Also, student input for most questions shows a more favorable response for seniors than freshmen, indicating that growth and appreciation has occurred.

We also have analyzed the NSSE data related to Campus Climate to see if there is a significant difference between minority, female, and other students in responses (see Table F.2). For several of these key questions (related to Academic and Intellectual Experiences, Quality of Relationships, Institutional Environment, and Educational and Personal Growth), Minority and Female students gave responses that are approximately the same or more favorable (green highlighted cells) than those of a comparison group (i.e., Minority students compared to non-Minorities, females compared to males; data shown for AY 2008-09 and AY 2012-13, to show trends as well). Only for a couple of cases (highlighted in red) are the responses from Minority students below, in a statistically meaningful way, those of non-Minority students. These are questions 8.a.,"Relationship with other students" and 14, "...would you go to the same institution you are now attending?" These responses from Minority students are of concern and we will continue to track these responses each year to see if the strategies proposed below have an impact. For perspective, the question 14 average response for All Students from UM (3.44) is above the SUG (3.37) and Carnegie (3.22) peer group averages for seniors, with the response from UM Minority Students (3.26) being between the latter two peer institutional averages.

A second national survey that we have recently (Spring, 2013) administered to our students (sophomores and juniors) is the Higher Education Research Institute (HERI) Diverse Learning Environment (DLE) student survey. The results of this survey are given in Appendix F.3. This survey asks students several questions about their impression of the learning environment, with an emphasis on diversity topics. The survey also directly compares responses from subpopulations: male vs. female, White vs.

Black, and heterosexual vs. homosexual/bisexual. Among the 53 key questions included in F.3, a significant difference between comparison groups was most frequently observed (10 out of 53) between heterosexual and homosexual/bisexual students. These results suggest that additional attention needs to be paid to providing a supportive environment for LGBTQ students, and one of our goals below addresses this issue. Comparing White and Black students, there were fewer cases (5 out of 53) questions for which there is a significant difference. While White and Black students reported the identical average response to the question "I see myself as a part of the campus community", Black students still report a significantly higher score to the question "This college has a lot of racial tension".

Our Graduating Student Survey asks students to rate (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree) their extent of agreement to the statement, "Within my undergraduate degree program or within my experiences while at Ole Miss, I developed multicultural and global perspectives." Student responses to this question have been positive and stable over time, with averages of 4.0 in 2008-09, 4.0 in 2009-10, 4.1 in 2010-11, 4.1 in 2011-12, and 4.1 in 2012-13. Note that the graduating student survey is completed by all graduating students.

A fourth type of relevant student survey data is collected on a two year cycle as part of our standard course evaluation process, in which we add additional questions about the University Creed. One of these questions is "The students and the instructor treated each other with dignity and respect." The table below show the percentage of students who indicated that they strongly agree or agree with the statement.

	Fall 2007	Fall 2009	Fall 2011
Lower Division Courses	85.25%	88.70%	88.09%
Upper Division Courses	89.12%	90.84%	91.12%

Collectively, these student surveys collectively indicate a fairly positive impression expressed by students regarding the academic climate of respect and multicultural awareness. Still, there are certainly areas for improvement, and we are well aware that events, including those fueled by social media, can quickly soil this climate and lead to misunderstandings and a deterioration of respect. Consequently, UM will augment its efforts to infuse positive concepts about diversity, respect, and multiculturalism in its curricular and extracurricular programs through the initiatives outlined below.

Goal 3 Strategies/Programs	Specific Goal and Means of Assessing Progress and/or Notes	Implementing Unit/Personnel	Oversight Responsibility Unit/Person
• Expand offerings of Edhe 105 (Freshmen Seminar course, with significant diversity component, see below) to enable more freshmen to enroll and create separate sections for entering transfer students	Section for transfer students was offered in Spring 2013	Edhe 105 Committee Chair	Provost
• Better train our advising team and Edhe 105 instructors through cultural competency training; develop addition Edhe 105 content related to diversity (+SRC)	Set up a training program, as either workshops or online videos; require completion by all professionals in the Division of Student Affairs; assess Edhe 105 instructors' confidence in covering diversity material in the course	Academic Support Center	VCSA
• Addition of Respect the M session at new student Orientation; this will be a session given to entering students and parents about expectations regarding civility at UM	Require all entering freshmen and parents to attend during Orientation sessions; a class schedule will not be developed for the student without attending.	Orientation Office and Respect the M Committee	VCSA
• Encourage schools to require a course on diversity as part of the graduation requirement		Chair, Undergraduate Council	Provost
• Financially support departments and organizations that bring diverse academicians and speakers to campus		Associate Provost / Chief Diversity Officer	Provost
• Increase the number of students who participate in Study Abroad, to provide students with first-hand experiences with international cultures; in 2012-13, 491 students participated	Double the number of students participating by 2020.	Director of Study Abroad	Provost

• Continue and expand the "Cultural Passport Program" to include "Diversity Passport" options, requiring students to attend a selected number of approved events per semester		Associate Provost / Chief Diversity Officer	Provost
• Enhance "Diversity Training" program for faculty, staff, and administration (+SRC)	Expand current workshops (as part of administrator/staff training programs) by moving to online delivery (Workplace Solutions) and moving toward requirement for all new employees	EORC/Chief Diversity Officer	Provost
• Establish a Bias Incident Response Team, which will serve as a reporting and victim support service and will be a mechanism to track and assess responsibility for various responses to incidents.	Team will be established during FY14 academic year and baseline data collected; baseline data will provide information for more productive strategies and targeted efforts.	VCSA Office	Provost or Chancellor
• Increase support for LGBTQ programs by adding funding for a graduate assistant (to develop year-long programs and outreach), establishing an LGBTQ Advisory group that reports directly to the Chancellor, and expanding Allies training.	Hiring of graduate assistant, development of programming, establishing advisory group; increase number of staff receiving Allies training by +20% over previous year.	Dean of Students office/Multicultural Affairs	VCSA
• Continue to expand service learning courses and non-course related service learning, such as the Big Event		Academic Deans/VCSA	Provost

Current Programs Supporting Diversity Goal 3

(The comment "Assessed" at the end of each program indicates whether the effectiveness of the unit is regularly assessed, as part of the biennial assessment routine for the controlling unit. In cases where a program is not subjected to a regular assessment routine, the usual reason is that the program is not administered by a budgeted office, such as being a committee effort or being externally funded.)

The African-American Studies Program: This academic unit of the College of Liberal Arts at the University of Mississippi began in 1970 and now operates with departmental status. The African-American Studies Program has been assigned the mission of investigating the history, culture, and achievements of African-Americans as members of American society via research and teaching. The Program develops and coordinates and interdisciplinary curriculum that focuses mainly on the African-American experience in the United States, especially in Mississippi and the South. Its objectives are to encourage all students and faculty to examine the African-American experience, to facilitate a cultural and intellectual atmosphere on campus that will be favorable to such studies, and to develop a program of research and community service.

The course of study leading to a major seeks to provide students with an interdisciplinary understanding of African-American history, culture, politics, and society and to prepare them for professional careers in relevant areas. In addition to core requirements, students will concentrate in one of the following subfields: art, history, literature, music, or public policy. The curriculum integrates the methods and theories of the various behavioral/social sciences, humanities, and arts into a comprehensive analysis of the life, issues, culture, and history of African Americans. (Assessed)

Associate Dean for Diversity: This position was created in the College of Liberal Arts to monitor and enhance the success and promotion of women and minority faculty within the College. This person works closely with the Chief Diversity Officer in planning and conducting events and programs that promote diversity and serves as a resource for departments in the College in establishing search committees for faculty and staff positions.

The Assistant Provost for Multicultural Affairs: The Assistant Provost for Multi-Cultural Affairs serves a resource for external constituencies, faculty, students, staff, and other administrators and works with them to develop and facilitate programs and practices that promote diversity and inclusion. Much effort is devoted to minority faculty recruitment and enhancing the curriculum with emphasis extending beyond the traditional ancestry.

William Winter Institute for Racial Reconciliation: The William Winter Institute for Racial Reconciliation works in communities and classrooms, in Mississippi and beyond, to support a movement of racial equity and wholeness as a pathway to ending and

transcending all division and discrimination based on difference. The Winter Institute approaches equity via reconciliation via a concerted three-pronged approach, as described below:

Community Relations: The Institute helps partner communities find their own solutions to local challenges, through developing local leadership, strategies and tools to sustain reconciliation over the long haul. The ultimate goal is always a more enlightened, cooperative, civil and respectful civic culture. The Welcome Table creates a safe space for diverse community stakeholders to form healthy relationships via open, honest communication. Now in 11 communities in Mississippi and beyond, it is one of the Winter Institute's signature programs, garnering international attention and partnerships from reconciliation organizations as far away as Northern Ireland and South Africa. (Assessed)

Youth Engagement: This program endeavors to create young citizens committed to helping their communities by showing our youth that their communities are vital elements of a global community. National and international partnerships with other youth organizations, such as Northern Ireland's Youth Link and Hawaii's Kokua Kalihi Valley Comprehensive Family Services, illustrate, through ongoing relationships, the common struggles that these young citizens' communities face and reveal new angles from which to tackle and solve them. Since 2010 at the Winter Institute's Summer Youth Institute, rising high school sophomores and juniors learn about civil rights, advocacy, critical thinking and relationship building from an international staff. A continuing education program directed toward the SYI participants helps these youth exercise their voices and leadership potential, to embrace a commitment to social change. These young Mississippi leaders have become community advocates, inspiring their schools and home towns, by creating mentoring programs, community gardens, and tutoring services. (Assessed)

Academic Service: Scholarship and scholastic outreach, both at the University of Mississippi and reaching beyond campus into the world, compose the Winter Institute's Academic Service work. Academic Service forms a critical bridge that connects our Community Relations work to our Youth Engagement, and it is a focus we are dedicated to expanding in coming years. In Spring 2013, the Institute offered a comprehensive professional development program for the University to effectively deal with race and racism. On the state level, the Institute spearheaded passage of Miss. Senate Bill 2718 in 2006. The only bill of its kind in the U.S., this legislation created the Mississippi Civil Rights Education Commission (chaired by the Winter Institute) charged with implementing civil rights and human rights education as part of the state's K-12 curriculum. (Assessed)

The Sarah Isom Center for Women and Gender Studies: This center is responsible for integrating scholarly research on women's and gender issues with advocacy for women in the classroom, on the campus, and in the larger community. The Center undertakes to:

- Provide an inclusive place where women and groups concerned with gender-related issues can gather.
- Educate community and campus on women's and gender issues. This includes recognition of how gender intersects with other

social categories like race, ethnicity, class, sexual orientation, age, nationality, and ability.
- Aid interdisciplinary faculty research and teaching in Gender Studies.
- Offer an interdisciplinary minor in Gender Studies, support student research on Gender Studies, and develop an undergraduate major in Gender Studies. (Assessed)

Gender Studies Minor: This interdisciplinary course of study will help students understand how and why notions of "masculinity" and "femininity" have changed at different times and in different cultures. Analysis of gender also includes attention to other social categories, such as race, ethnicity, class, nationality, ability, age, and sexual orientation. (Assessed as part of department)

Graduate Programs Initiatives:

- The Black Graduate and Professional Student Association was founded in 1988 by men and women who saw value in the unification of those graduates seeking the common goal of higher education.
- Alliance for Graduate Education in Mississippi is a National Science Foundation funded program for promoting the success of minority doctoral students in math, science, and engineering areas and bringing about systemic change in the attitudes of students, faculty and administrators
- Ronald E. McNair Post-Baccalaureate Achievement is a US Department of Education funded program for promoting the success of the first generation, low-income students and encouraging their participation in graduate education.
- Women Graduate Student Support Group - supported by the Sarah Isom Center and the Graduate School to provide social support for female graduate students.
- Financial Support Programs
    - Underrepresented Fellowship Program provides funding for full time minority students accepted to a graduate program.
    - Underrepresented Tuition Scholarship provides partial tuition waivers for minority students in good standing in a degree program.
    - SREB Scholars Program is funded by the IHL and administered by the Southern Regional Education Board; the Doctoral Scholars Program funds minority students in Ph.D. programs and keeps an extensive data base of eligible applicants for hire.
    - Excellence in the Promotion of Inclusiveness in Graduate Education Award is an annual award given to individuals/departments to enhance the promotion of inclusion.
    - GAANN fellowships in chemistry and mathematics are used to attract promising underrepresented students. Stipends average far above the normal departmental assistantships.

Black History Month: This is month long university celebration of the history and contributions of African Americans to the

American Culture. This event allows for a number of campus venues to discuss diversity. Speakers (national and international) are invited to enlighten the campus on various multicultural issues. One of the significant programming features includes the annual awarding of "The Lift Every Voice Award": recognition of an individual, group, or entity that has contributed to the betterment of human relationships on our campus. Particular emphasis is given to the areas of diversity, multiculturalism and inclusion.

Infusion into the Curriculum: Issues Related to Multicultural Awareness and Understanding

Commitment: The University of Mississippi's 2020 Statement of Core Values professes that UM is committed to promoting " inclusiveness in its student body, faculty, and staff", to upholding "respect for all individuals and groups", and fostering "a civil community of shared governance and collaborative endeavors." In addition, as part of the University's General Education statement, one of our core curriculum goals is to enable students to "understand a variety of world cultures as well as the richness and complexity of American society."

Infusion into the Curriculum: UM promotes multicultural awareness and understanding in a variety of ways, as enumerated below.

1. **University Creed, Orientation, The First Year Seminar Course, and Common Reading.** The UM Creed defines the University as being a "community of learning dedicated to nurturing excellence in intellectual inquiry and personal character in an open and diverse environment." The Creed also includes the following lines: "I believe in respect for the dignity of each person" and "I believe in fairness and civility." The UM Creed is introduced to all entering freshmen and transfer students at our Orientations and the Creed is specifically covered in several of our courses, including Edhe 105 "The First Year Seminar." This course is not mandatory, but approximately 1,500 freshmen took this course in fall 2012 (approximately 46% of our freshmen) and we expect an enrollment of over 2,000 for fall 2013. In addition to stressing The Creed, Edhe 105 includes a unit on diversity where students learn to understand and value diversity. The course's text, which is prepared by UM faculty and staff, includes the chapter, "Diversity and Inclusion: Seeking Similarities- Embracing Differences." Students in this course also become involved in the Cultural Passport program with the Ford Center for the Performing Arts. Edhe 105 also has chapters on Inclusion, Relationships and Communication, and Wellness.

An additional component of our freshmen year experience is the common reading assignment, in which incoming freshmen are given a book at Orientation and asked to read over the summer. This book then is discussed in the First Year Seminar course, the freshmen Composition course (Writ 101), and other courses, as is appropriate. The reading assignment is selected by a committee to be a book that promotes classroom discussion on topics such as diversity. For the first three years of this program, the common reading book has been Rebecca Skloot's "The Immortal Life of Henrietta Lacks" (about a Black woman whose tumor cells launched a medical revolution, but whose family did not benefit), Tom Franklin's "Crooked Letter. Crooked Letter" (about two boys, Black and White, growing up in the rural South), and Craig Mullaney's "The Unforgiving Minute" (about a young man who goes from being a Rhodes Scholar to an infantry platoon leader in Afghanistan).

2. **General Education/Core Curriculum Courses.** Several courses that are commonly taken as part of our General Education/core curriculum (e.g., the humanities and behavioral/social science components) include content regarding multicultural and diversity topics. Students typically fulfill the core humanities requirement of the core curriculum with sophomore literature survey courses, basic history survey courses, modern language, gender studies, philosophy, religious studies, classical civilization, African-American Studies, or Southern Studies courses. Multicultural understanding is an important aspect of all these disciplines/courses.

- The sophomore literature survey courses include choices in world literature, which brings multiculturalism to the forefront. Yet, even the English literature and American literature survey courses discuss "texts and experiences other than those produced by Europeans and

their descendants."

- Similarly, the basic history survey courses are primarily choices in American or European history, but they include significant segments on how diverse people created a sense of commonality necessary to American or European nationalism, and question how Americans or Europeans responded when challenged by various groups to improve or expand their sense of national identity. There are also basic history courses in Latin American, African, and East Asian history offered for freshmen and sophomores.
- The interdisciplinary programs in African-American Studies, Gender Studies, and Southern Studies courses are by their nature multi-cultural in emphasis. A primary aim of these courses and programs is to broaden the cultural understanding of the students. To give the reader an idea of the enrollment in these multi-cultural courses, the Fall 2012 enrollment in African-American Studies courses was 415 and that in Gender Studies courses was 164 students.
- The modern language courses are also obviously multicultural. These courses provide students with practical instruction in a second language as well as "the cultural awareness and intellectual strategies necessary to successfully navigate a foreign landscape."
- The basic philosophy courses include non-Western philosophers. As the name implies, the Introduction to World Religions course covers non-Western religious traditions.
- While the classical civilization courses focus primarily on ancient Greece and Rome, those great empires spread throughout the region, including Near East and North Africa, and incorporated other customs and cultures. Students learn more broadly about the ancient world as many different cultures were balanced together in these great empires.
- Similarly, multicultural understanding is a part of typical behavioral and social science courses that all students complete to satisfy the core curriculum. Students may take any anthropology, economics, political science, psychology, or sociology courses to fulfill this requirement. With the exception of micro and macro- economics, the other social science introductory courses very explicitly include multicultural understanding in the content. For example, POL 101: Introduction to American Government has four learning objectives, including "Students should explore the role of diversity in American government focusing on contemporary minority American culture as defined by race, ethnicity, gender, social and economic class, age, sexual orientation, and physical ability." The PSY 201: General Psychology course includes topics of social psychology and how individuals are influenced by group behavior. The sociology and anthropology courses even more directly address multicultural topics.

3. **Specific Majors.** There are a number of specific undergraduate majors where one or more required courses include a component on multicultural awareness/diversity. See table below.

4. **Study Abroad.** At UM, a fairly high percentage (approximately 500 undergraduate students per year, out of our undergraduate enrollment of 14,000) of our students participate in a Study Abroad experience each year. This gives students an immersive experience with the culture of the host country.

5. **Extra-curricular Programs.** UM has a number of programs that expose students, faculty, staff, and the community to diversity and multicultural awareness. Listed below are a few of these that are more closely related to curricular efforts.

- Black History Month
- Sarah Isom Center for Women's and Gender Studies
- William Winter Institute for Racial Reconciliation
- Dean of Students Office, Multicultural Affairs Programs
- Office of International Program

- Cultural Passport Program (participation in cultural events offered through the Ford Center for the Performing Arts)

6. Coverage of Multicultural Topics in Specific Majors

The following table includes courses that cover topics in multicultural understanding and diversity in specific undergraduate majors. (Similar information can be provided for graduate programs.)

Business School, BBA in Marketing, Management, MIS, Risk Management and Insurance, Banking and Finance, Real Estate, Economics, and Managerial Finance	All undergraduate degree programs in the Business School require students to take a BBA core that includes MKTG 351 and MGMT 371. MKTG 351, "Introduction to Marketing," covers "social responsibility and ethics in marketing" and in general treats cultural aspects of marketing. MGMT 371, Principles of Management," covers human and societal issues related to organizational management. Other relevant courses taken by Business majors include MGMT 392, "Intercultural Business Communication," BUS 321 "International Business," BUS 380, "Topics In Business Abroad," and MGMT 595, "International Business Management."
Bachelors of Social Work	Virtually each course in the Social Work major involves coverage of diversity and multicultural awareness. For example, SW 321/322, "Human Behavior in the Social Environment," discusses the psychological, social, and cultural aspect of human growth and development across the life span and focuses on a variety of community differences.
BA in Sociology	Most courses in Sociology include multicultural topics. In particular, majors take courses in the Sociology of Gender (SOC 325) and Race and Ethnicity (SOC 413).
BA in International Studies	This major focuses on global multicultural topics. Students must complete core courses in East Asia, Europe, and Latin America, take courses in one regional emphasis area, and develop a specialization in either global economics/business, governance or politics, or social and cultural identity.
BA in Modern Languages (French, Spanish, German, Chinese, Linguistics)	Each of these majors requires students master the language sufficient to function in a nonnative environment and also requires courses to develop cultural awareness related to the language.
BA in Political Science	Majors must take POL 101, which covers "contemporary minority American culture as defined by race, ethnicity, gender, social and economic class, age, sexual orientation, and physical ability" and must take POL 103, which focuses on international relations and differences in societal objectives of other countries.
BA in Psychology	Several required courses deal with diversity issues and how an individual's background influences decision making.
BA in Elementary Education and BA in Secondary Education	The School of Education "advocates for diverse learners who appreciate, promote, and model the values of diversity." Majors must take EDCI 352 and EDCI 353, wherein models of culturally responsive teaching and diversity in the classroom are addressed. Undergraduate students complete internships that assess their abilities to meet the needs of culturally and academically diverse student populations.
BA in Journalism	Students satisfy a "diversity" requirement by taking a course selected from among: African-American Studies, Gender Studies, Latin American Studies, Anthropology, Southern Studies, Religious Studies, Sociology, or International Studies.

Board Goal 4: Increasing the use of minority professionals, contractors, and other vendors

Identifying Minority Vendors
All new vendors are required to complete a W-9 form. New vendors also have the option of completing a vendor information packet, which includes a minority indicator information section. Minority business owners may select from the following list of indicators: HUB Zone Disadvantaged Business Concern, Small Business Concern, Small Disadvantaged Business Concern, Women-Owned Small Business Concern and UM-Known Minority. These categories, with the exception of the UM-Known Minority, were established by the Federal Government and are standard for business / vendor identification.

While vendors may select multiple minority indicators on the form, currently our vendor database only allows us to enter one indicator per vendor. We rely completely on the vendors to self-report and there is no certification process in place.

Occasionally, we are asked by IHL staff to provide our spend information for a specific category such as African- American Males and or African-American Females; however, this specific information is not collected and we are unsure if asking for this information from the vendor conflicts with federal guidelines or statutes.

Recruiting Minority Vendors
The University of Mississippi, Procurement Services Department, is committed to increasing diversity spending by incorporating and utilizing a broad range of strategies, programs and self-initiatives. For several years now, diversity efforts have been shared between the IHL, other MS Universities, professional associations and higher education institutions outside of our state. Over the years, there have been many concepts and theories presented on how best to increase diversity spending. Unfortunately there is no magic formula or quick fix to achieve this goal.

- Our office currently holds an institutional membership in the Mississippi Minority Business Alliance (Shellie Michael), a private company dedicated in bringing diverse businesses together with state institutions. We regularly receive notices of meetings and workshops and attended a state wide meeting on the MSU Campus last summer.
- In addition we have met with the MS Development Authority (Bob Covington) representing the state's effort in this endeavor. The State MSDA has implemented a working website that lists minority and diverse businesses for quick and easy identification. Our Procurement - Vendor Homepage now provides a link to this website.
- For several years we have attended and sponsored a booth at the Governor's MS Access Opportunities Conference. Here we handed out vendor applications and exchanged business cards with several diverse businesses. The event was well orchestrated and had a good attendance.

- All of our bids (over $50,000.00) are posted on the MS Development Authority website, Mississippi.Org. Here bids are emailed to diverse vendors that are set up and registered with the MSDA.
- Our office has reworked our Procurement website for easy vendor navigation with a new page devoted to "Doing Business with the University of Mississippi". http://www.olemiss.edu/depts/procurement/vendorappnew1.htm
- Our office routinely selects diverse vendors from our master vendor list for additional written quotes and for bids when advertised.
- Procurement staff consults regularly with ordering departments to make them aware of the importance of including diverse vendors for pricing and order placement.

FY 2012

From the active 2012 vendors that we have recorded as one of the following: HUB Zone Disadvantaged Business Concern, Small Business Concern, Small Disadvantaged Business Concern, Women-Owned Small Business Concern and UM-Known Minority, our records show that out of 6,644 vendors (less the VISA card vendors not classified above) we show we did business with 490 of these businesses including the VISA card vendors that are considered minorities under VISA guidelines. While this yields a 7.4 % percentage of our overall vendors, it only accounts for 2.3% of the university's total expenditure. And as previously stated, it does not provide a breakdown for minority or female businesses.

Effectiveness

The Procurement Office participates in regular assessments of its activities, in coordination with the Office of Institutional Research & Assessment and includes diversity initiatives among its measured outcomes. We also regularly track the number of minority and disadvantaged vendors that are used by the university and the amounts of those contracts, within the limitations of our system described above.

Summary

Having only the Procurement Services Department committed to increasing diversity spending is not enough to make a noticeable difference in the overall university spend. Our campus procurement process is decentralized with each department responsible for spending up to $5,000 on their own and between $5,000 and $50,000 with two written quotes. When warranted, our office will solicit additional quotes from known minority vendors. These values ($1.00 - $50,000) account for the majority of funds spent by our university for goods and services. It will take the entire university to get behind this effort to show real progress. Finding or locating diverse suppliers and vendors is challenging. The problem is twofold, a lack of diverse vendors and educating the university on the importance of supporting those businesses when identified. Our plan for the future will address both aspects of the problem.

The University of Mississippi
Minority Vendor Information Request
August 16, 2012

Category	FY2010	% of Total Expenditures	FY2011	% of Total Expenditures	FY2012	% of Total Expenditures
Minority Business	$51,627.00	0.03%	$45,593.49	0.04%	$44,744.70	0.02%
Small Business	1,662,724.00	0.95%	2,584,402.47	2.36%	2,020,506.03	0.98%
Small Disadvantaged Business	69,131.00	0.04%	32,760.61	0.03%	10,490.41	0.01%
Women-Owned Small Business	1,106,855.00	0.64%	1,686,452.39	1.54%	2,108,860.97	1.03%
Subtotal Minority/Small Business	**2,890,337.00**	**1.66%**	**4,349,208.96**	**3.97%**	**4,184,602.11**	**2.03%**
All Others	171,374,931.00	98.34%	105,283,628.20	96.03%	201,468,085.57	97.97%
Total	**$174,265,268.00**	**100%**	**$109,632,837.16**	**100%**	**$205,652,687.68**	**100%**

Goal 4 Strategies/Programs	Specific Goal and Means of Assessing Progress and/or Notes	Implementing Unit/Personnel	Oversight Responsibility Unit/Person
• Assist the Chief Diversity Officer in developing trainings for departments and administrative units about the role of minority and disadvantaged vendors within our procurement policies and how we can direct more purchases of less than $5,000 toward the target vendors. These trainings will include information on Wheretogo411 (database of minority vendors) and the relevant state and DFA procurement laws	Expert assessment of the quality of the curriculum and participate feedback will be used as intermediate assessment outcomes. Ultimately, the number and amount of small university purchases from minority vendors	Director of Procurement Services/Chief Diversity Officer	Vice Chancellor for Administration and Finance (VCAF)
• Maintain a local data base of minority contractors and have periodic meetings with local minority contractors (informational and training)	Maintenance of database	Director of Procurement Services	VCAF
• Explore the alternatives to our current system which does not allow for the reporting of more than one minority indicator. A task force will be convened with relevant stakeholders (for example, Procurement Service, EERC, Information Technology, etc.) to identify any changes within our current system that may be possible, or to evaluate alternative software solutions, if necessary. The task force will also outline the resources needed to implement any proposed changes.	Creation and implementation of recommendations	Director of Procurement Services/ Office of Strategic Planning	VCAF
• The Procurement Office will work with IHL and other IHL institutions to create written guidelines that which address the goal of cultivating under-		Director of Procurement Services/Chief	IHL System Office

represented businesses. These guidelines will be reviewed and approved by IHL to ensure that they are legally and fiscally sound, and will eventually form the core of the staff and faculty trainings across the university.		Diversity Officer	

Additional Information: Supporting statewide efforts to increase diversity among higher education vendors, the University of Mississippi and Mississippi State University co-hosted, on June 18, 2013, a vendors' fair for minority businesses to provide more access to the bidding process.

Overarching Initiatives

Strategies/Programs	Goal and Means of Assessing Progress and/or Notes	Implementing Unit/Personnel	Oversight Responsibility Unit/Person
• Promote the roll of the Chief Diversity Officer, though appropriate means of dissemination (+SRC)		Chancellor's Office	Chancellor
• Increase effectiveness of advertising messages about the University in minority communities (+SRC)		Chief Communication Officer	Chief Diversity Officer
• Implement recommendations of the Sensitivity and Respect Task Force (+SRC)		Chief Diversity Officer	Chancellor
• Support the research efforts of the Critical Race Study Group and other research on ways to diversify America (+SRC)		Chief Diversity Officer	Provost

Current Programs and Offices Supporting Overarching Efforts

The University's Chief Diversity Officer: The Assistant to the Chancellor for Multicultural Affairs advises the administration on creative leadership in developing and maintaining a campus environment that reflects the University's commitment to multicultural diversity and serves as the central University administrator coordinating and promoting related issues and programs. He serves as the senior officer responsible for leading the formulation and oversight of policies related to matters of race and ethnicity, gender, disability status, sexual orientation, gender expression, religious and national origin, and other aspects of identity diversity. This Office of Diversity reports directly to the Chancellor and is headed by Dr. Donald Cole. This office provides input and often coordinates the efforts of various other committee, offices, and programs.

As chief diversity officer, Dr. Cole is a member of the Chancellor's Executive Staff and he advises the institution's leadership team on multicultural affairs. He serves as the central University administrator coordinating and promoting related issues and programs. The office coordinates comprehensive university planning from other related offices and individuals.

Because of the IHL's goals for increased diversity on each institution's campus, we have adopted an institutional effort towards this end and consequently every UM employee is at least marginally involved. More specifically, we have a Diversity Office reporting directly to the Chancellor headed by our chief diversity officer. In addition, many other units on campus play a major role with dedicated individuals working on various aspects of diversity issues. These include:

- Assistant Dean of Students for Multicultural Affairs and Volunteer Services
- Director of Equal Opportunity & Regulatory Compliance
- Director of the William Winter Institute for Racial Reconciliation
- Director of Afro-American Study

The Office of Diversity oversees or acts as a coordination office for the following committees:

Sensitivity and Respect Committee: This standing Committee (consisting of faculty, students, chief communications officer, university attorney, EORC director, VC for Student Affairs, and staff representatives, including one from Intercollegiate Athletics) serves as an immediate point of contact for any member of our University community who is subjected to actions or words that are in conflict with our EEO anti-discrimination policy. The Committee is asked to receive and review any such complaints as well as consider proactive measures to encourage community harmony and emphasize the high value we place on respect for the dignity of individuals.

The Diversity Leadership Council: The Chancellor of the University of Mississippi and the Provost and Vice Chancellor for Academic Affairs created the position of Assistant Provost and Assistant to the Chancellor for Multi-Cultural Affairs to monitor and coordinate the University's diversity efforts. The Diversity Leadership Council (DLC) was formed by this office to bring together units from around campus to provide a centralized forum for the campus discussion (and possibly actions) centering on diversity matters. The DLC is composed of independent units that have their own budgets devoted toward diversity concerns and some of the dependent units might not be in possession of state funded budgets. The charter of the Council is action oriented as it explores diversification of the institution. Chaired by the Assistant to the Chancellor for multicultural Affairs and with representation from Multicultural Affairs (Dean of Student's Office), William Winter Institute for Racial Reconciliation Equal Opportunity and

Regulatory Compliance, Sarah Isom Center for Women Studies, The Registrar's Office, and the Commission for the Status of Women, International Programs and individuals representing academic units and other underrepresented groups.

Critical Race Study Group: A consortium of University faculty in various disciplines who study race and its implications upon society. The goal of this group is to see proactive measures to prevent predictably embarrassing racial incidents for occurring perpetually, to develop he means for faculty to have a greater role in Student Affairs, and to increase clarification of the procedures faculty members should follow when students bring them their concerns.

Gay, Straight Alliance: This organization works to build the political power of the LGBT community.

The following offices also will facilitate the proposed initiatives.

Office of Strategic Planning: The Office of Strategic Planning will provide logistical and administrative support for implementing and tracking progress on the strategies contained in the diversity plan. Working in conjunction with the Office of Institutional Research & Assessment, it will also provide regular reports and feedback to the Chief Diversity Officer, Provost and Chancellor about progress.

Office of Institutional Research & Assessment: The Office of Institutional Research and Assessment will use the tools and procedures available to evaluate the effectiveness of the university's efforts and will be responsible for measuring progress on the four IHL diversity goals.

Financial implications of implementation:

While many or most of the proposed initiatives will require resources, it is our intention to provide the necessary resources through allocation from normal resources streams. Those efforts that produce increased enrollment and retention will essentially pay for themselves. The University understands that it must prime the pump, in some cases, by reallocating funds to increase staffing, for example, for a year or two before the increased enrollment is fully realized. We are prepared to make these decisions internally. Certain proposed initiatives, such increasing the funding for the Minority Faculty Recruitment budget or the proposed funding for invited diversity speakers or the development of diversity training modules, and any custom software purchased to facilitate specific initiatives, will require new funding, without a direct revenue stream. Some new initiatives will not be able to be incorporated within existing office budgets and additional personnel and office space will be required. But again, we fully anticipate implementing this plan with available resources, supplemented by self-generated resources.

VI. Appendicies

A. Definition of Underrepresented at the University of Mississippi

B. UM Diversity Committee Membership

C. Statistical Demographic Data and Trends

- **C.1. Enrollment Data**
    - **C.1a. Enrollment Data by Gender and Race/Ethnicity**
    - **C.1.b. Enrollment Data Disaggregated by Program Level, Race/Ethnicity, and Gender**
    - **C.1.c. Enrollment Data Disaggregated by Academic Department, Race/Ethnicity and Gender**
    - **C.1.d. Enrollment Data for Individual Degree Programs, Disaggregated by Race/Ethnicity**

- **C.2. Undergraduate Degrees Produced Data**

- **C.3. First Year Retention and Graduation Rate Data**
    - **C.3.a. First Year Retention Rate Data, Aggregated**
    - **C.3.b. Graduation Rates, Aggregated**
    - **C.3.c. First Year Retention Data, Disaggregated by Academic Department, Race/Ethnicity and Gender**
    - **C.3.d. Graduation Rate Data, Disaggregated by Academic Department, Race/Ethnicity, and Gender**

D. Institutional Financial Aid Distributions by Gender and Race/Ethnicity

E. Employee Demographic Data

- **E.1. Employee Data by Broad Category and Gender**
- **E.2. Faculty and Staff Data, Disaggregated by Race/Ethnicity**
- **E.3. Faculty and Staff Data, by EEO Category, Minority, and Gender**
- **E.4. Faculty and Staff Data, Disaggregated by Academic Department, Minority, and Gender**

F. National Survey of Student Engagement and HERI Diverse Learning Environment Data for UM Students

- **F.1. Five Year Trend Data for UM Student Responses to the Section on Experiences and Relationships**

- **F.2. National Survey of Student Engagement Data – Key Campus Climate Questions Dissected by Race and Gender**
- **F.3. Higher Education Research Institute Diverse Learning Environment Survey Data**

A. Definition of "Underrepresented" at University of Mississippi

Diversity at UM is a function of several important variables with race, ethnicity and gender being among those most historically considered. Important as these variables are, they do not represent an exhaustive description of diversity and describing those underrepresented in the collegiate environment. Indeed, under representation at academic institutions changes over time as societal norms and values emerge. Some additional variables that currently define under representation at The University of Mississippi include: age, military status, sexual affiliation, disability, geographical and socio-economic status; In years to come there will be additional variables defining "underrepresented" students, faculty and staff that we will have to consider to insure their access to all aspects of the university's environment, to teach others about tolerance with respect to their specific status, and to provide a positive experience for them within the university environment. The University of Mississippi has a well-documented but distant past that denied access and opportunity to African Americans and females. Moreover, race represents one of our most sensitive social and environmental factors on campus. As a result we have a special obligation to make sure that emphasis and resources are devoted to race, ethnicity and gender.

STUDENT DIVERSITY

The University of Mississippi considers the following student groups as underrepresented:

African-American/Black (16.7 %); Asians (3.5%); Hispanic (2.7%); American Indian, Alaskan native, Hawaiian native, American Pacific Islander native – combined (0.4%)
Note: *UM has a White student population of 74.9% and a Female student population of 54.6%.*

FACULTY AND STAFF DIVERSITY

The University of Mississippi considers the following faculty and staff as underrepresented:

***FACULTY**: African-American/Black (6.3%); Asians (3.1%); Hispanic (2.0%); American Indian, Alaskan native, Hawaiian native, American Pacific Islander native – combined (0.4%).*

Note: 84.3 % of UM faculty is white and 44.4% female.

***STAFF**: African-American/Black (19.3%); Asians (2.5%); Hispanic (0.7%); American Indian, Alaskan native, Hawaiian native, American Pacific Islander combined (0.5%).*
Note: *73.8% of UM staff is White and 53.7% is Female.*
Of those in Executive, Administrative and Managerial Positions, 31.3% are Female.

DIVERSITY IN CONTRACTING

The University of Mississippi considers the following Contractors/Vendors/Professional Service Providers groups as underrepresented:

Minority-owned Business (owned by an individual of one of the following groups: African-American/Black; Asians; Hispanic; American Indian, Alaskan native, Hawaiian native, American Pacific Islander combined). Women-owned Small Business; Small Business, Small Disadvantaged Business.

Note: *In 2012, UM contracted approximately 3.97% of its total expenditures to this underrepresented group.*

B. UM Diversity Committee

Area of Representation	Name
Chief Diversity Officer	Dr. Donald Cole (Co-Chair)
Provost or Designee	Dr. Maurice Eftink (Co-Chair)
Director of Institutional Research	Ms. Mary Harrington
Admission Officer	Mr. Whitman Smith, Dean of Enrollment Management
Alumni/Community Leader	Ms. Beatrice Daniel & Josh Davis, Alumni
Director of Human Resources	Ms. Wilma Weber-Colbert (Ms. Donna Gurley)
Faculty Senate Leader	Dr. Chuck Ross, Chair of African American Studies
Budget Officer	Mr. Clay Jones, Director of Human Resources
Financial Aid Officer	Mr. Dewey Knight, Sr. Financial Officer
Communications Officer and	Mr. Mitchell Diggs, Associate Director
Staff Leader	Ms. Tiffany Edwards, Staff President
Student Government Association	Taylor McGraw, President of Student Body
Purchasing Personnel	Jim Windham
Director of Student Disabilities	Stacy Raycraft
Assistant Dean for Multicultural Affairs	Dr. Valeria Ross
Graduate Student President	Kevin Cozart

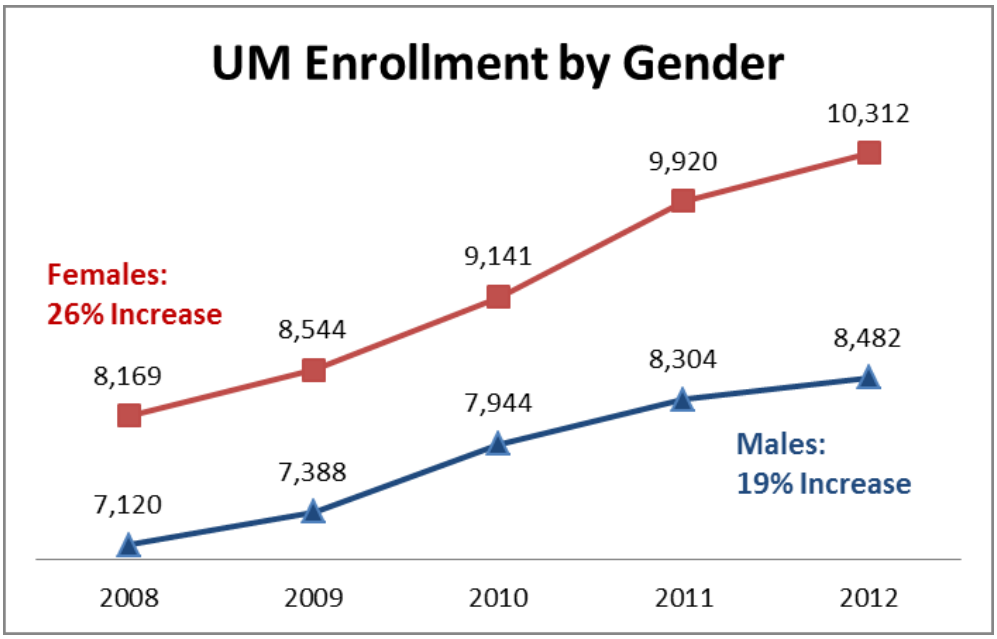
C.1a. Enrollment Data by Gender and Race/Ethnicity

THE UNIVERSITY OF MISSISSIPPI
ENROLLMENT BY GENDER AND BY ETHNICITY
FALL 2008 THROUGH FALL 2012

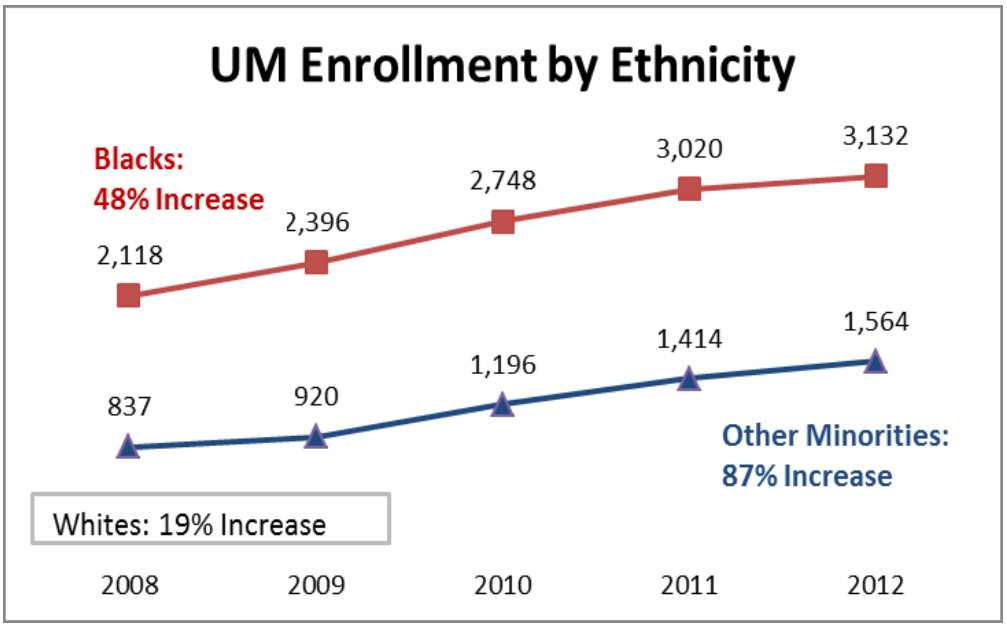
By Gender	2008-2009		2009-2010		2010-2011		2011-2012		2012-13	
	Num	%	Num	%	Num	%	Num	%	Num	%
Female	8,169	53%	8,544	54%	9,141	54%	9,920	54%	10,312	55%
Male	7,120	47%	7,388	46%	7,944	46%	8,304	46%	8,482	45%
Total	15,289		15,932		17,085		18,224		18,794	

By Ethnicity	2008-2009		2009-2010		2010-2011		2011-2012		2012-13	
	Num	%	Num	%	Num	%	Num	%	Num	%
Black	2,118	14%	2,396	15%	2,748	16%	3,020	17%	3,132	17%
White	11,843	77%	12,458	78%	13,061	76%	13,742	75%	14,080	75%
Other Minority	837	5%	920	6%	1,196	7%	1,414	8%	1,564	8%
Unknown	491	3%	158	1%	80	0%	48	0%	18	0%
All Minority	2,955	19%	3,316	21%	3,944	23%	4,434	24%	4,696	25%
Total	15,289		15,932		17,085		18,224		18,794	

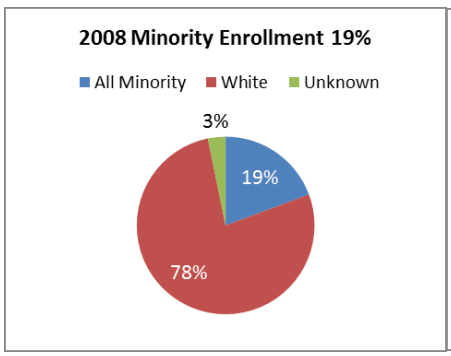
By Gender:

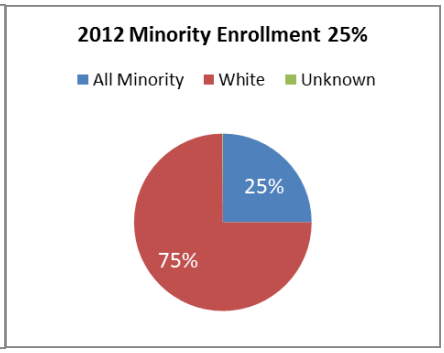


By Ethnicity:



Percentage over time:





C.1.b. Enrollment Data Disaggregated by Program Level, Race/Ethnicity, and Gender

THE UNIVERSITY OF MISSISSIPPI
ENROLLMENT BY LEVEL AND ETHNICITY

ALL MINORITIES	Fall 2008-09		Fall 2009-10		Fall 2010-11		Fall 2011-12		Fall 2012-13		Five Year Change	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Undergrad	2314	18.1%	2610	19.8%	3198	22.6%	3670	23.9%	3939	24.5%	1625	70.2%
Grad	641	25.4%	706	25.9%	746	25.5%	764	26.5%	757	27.7%	116	18.1%
Total	**2955**	**19.3%**	**3316**	**20.8%**	**3944**	**23.1%**	**4434**	**24.3%**	**4696**	**25.0%**	**1741**	**58.9%**

UNDERGRAD	Fall 2008-09		Fall 2009-10		Fall 2010-11		Fall 2011-12		Fall 2012-13		Five Year Change	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Amer Indian	46	0.4%	49	0.4%	52	0.4%	55	0.4%	51	0.3%	5	10.9%
Asian	268	2.1%	294	2.2%	328	2.3%	387	2.5%	437	2.7%	169	63.1%
Black of Afr Amer	1727	13.5%	1965	14.9%	2343	16.5%	2614	17.0%	2714	16.9%	987	57.2%
Hispanic or Latino	181	1.4%	183	1.4%	303	2.1%	399	2.6%	457	2.8%	276	152.5%
Multi-Racial	78	0.6%	97	0.7%		0.0%	5	0.0%	3	0.0%	-75	-96.2%
Native HI, Pac Isndr	14	0.1%	17	0.1%	19	0.1%	21	0.1%	21	0.1%	7	50.0%
Two or More Races	0	0.0%	5	0.0%	153	1.1%	189	1.2%	256	1.6%	256	n/a
Unknown	339	2.7%	113	0.9%	47	0.3%	35	0.2%	12	0.1%	-327	-96.5%
White	10109	79.2%	10481	79.4%	10914	77.1%	11641	75.9%	12109	75.4%	2000	19.8%
Total Undergrad	**12762**	**100.0%**	**13204**	**100.0%**	**14159**	**100.0%**	**15346**	**100.0%**	**16060**	**100.0%**	**3298**	**25.8%**

GRADUATE	Fall 2008-09		Fall 2009-10		Fall 2010-11		Fall 2011-12		Fall 2012-13		Five Year Change	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Amer Indian	11	0.4%	10	0.4%	11	0.4%	10	0.3%	10	0.4%	-1	-9.1%
Asian	119	4.7%	167	6.1%	228	7.8%	240	8.3%	223	8.2%	104	87.4%
Black of Afr Amer	391	15.5%	431	15.8%	405	13.8%	406	14.1%	418	15.3%	27	6.9%
Hispanic or Latino	38	1.5%	36	1.3%	55	1.9%	62	2.2%	59	2.2%	21	55.3%
Multi-Racial	81	3.2%	58	2.1%		0.0%	5	0.2%	4	0.1%	-77	-95.1%
Native HI, Pac Is	1	0.0%	3	0.1%	6	0.2%	5	0.2%	3	0.1%	2	200.0%
Two or More Races	0	0.0%	1	0.0%	41	1.4%	36	1.3%	40	1.5%	40	n/a
Unknown	152	6.0%	44	1.6%	33	1.1%	13	0.5%	6	0.2%	-146	-96.1%
White	1734	68.6%	1978	72.5%	2147	73.4%	2101	73.0%	1971	72.1%	237	13.7%
Total Graduate	**2527**	**100.0%**	**2728**	**100.0%**	**2926**	**100.0%**	**2878**	**100.0%**	**2734**	**100.0%**	**207**	**8.2%**

TOTAL	Fall 2008-09		Fall 2009-10		Fall 2010-11		Fall 2011-12		Fall 2012-13		Five Year Change	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Amer Indian	57	0.4%	59	0.4%	63	0.4%	65	0.4%	61	0.3%	4	7.0%
Asian	387	2.5%	461	2.9%	556	3.3%	627	3.4%	660	3.5%	273	70.5%
Black of Afr Amer	2118	13.9%	2396	15.0%	2748	16.1%	3020	16.6%	3132	16.7%	1014	47.9%
Hispanic or Latino	219	1.4%	219	1.4%	358	2.1%	461	2.5%	516	2.7%	297	135.6%

Multi-Racial	159	1.0%	155	1.0%	0	0.0%	10	0.1%	7	0.0%	-152	-95.6%
Native HI, Pac Is	15	0.1%	20	0.1%	25	0.1%	26	0.1%	24	0.1%	9	60.0%
Two or More Races	0	0.0%	6	0.0%	194	1.1%	225	1.2%	296	1.6%	296	n/a
Unknown	491	3.2%	157	1.0%	80	0.5%	48	0.3%	18	0.1%	-473	-96.3%
White	11843	77.5%	12459	78.2%	13061	76.4%	13742	75.4%	14080	74.9%	2237	18.9%
Grand Total	**15289**	**100.0%**	**15932**	**100.0%**	**17085**	**100.0%**	**18224**	**100.0%**	**18794**	**100.0%**	**3505**	**22.9%**

THE UNIVERSITY OF MISSISSIPPI
ENROLLMENT BY LEVEL AND GENDER

	Fall 2008-09		*Fall 2009-10*		*Fall 2010-11*		*Fall 2011-12*		*Fall 2012-13*		*Five Year Change*	
UNDERGRAD	***Num***	***%***	***Num***	***%***	***Num***	***%***	***Num***	***%***	***Num***	***%***	***Num***	***%***
Female	6748	52.9%	7009	53.1%	7524	53.1%	8376	54.6%	8856	55.1%	2108	31.2%
Male	6014	47.1%	6195	46.9%	6635	46.9%	6970	45.4%	7204	44.9%	1190	19.8%
Total Undergrad	**12762**	100.0%	**13204**	100.0%	**14159**	100.0%	**15346**	100.0%	**16060**	100.0%	**3298**	25.8%
GRADUATE												
Female	1421	56.2%	1535	56.3%	1617	55.3%	1544	53.6%	1456	53.3%	35	2.5%
Male	1106	43.8%	1193	43.7%	1309	44.7%	1334	46.4%	1278	46.7%	172	15.6%
Total Graduate	**2527**		**2728**		**2926**		**2878**		**2734**		**207**	**8.2%**
TOTAL												
Female	8169	53.4%	8544	53.6%	9141	53.5%	9920	54.4%	10312	54.9%	2143	26.2%
Male	7120	46.6%	7388	46.4%	7944	46.5%	8304	45.6%	8482	45.1%	1362	19.1%
Grand Total	**15289**		**15932**		**17085**		**18224**		**18794**		**3505**	**22.9%**

Note that the apparent large changes in values for Multi-racial, Unknown, and Two or More Races are due to changes in IPEDS definitions and our efforts to identify the Unknowns.

C.1.c. Enrollment Data Disaggregated by Academic Department, Race/Ethnicity and Gender

THE UNIVERSITY OF MISSISSIPPI
ENROLLMENT OF MINORITIES AND FEMALES BY ACADEMIC DEPARTMENT

	MINORITY ENROLLMENT						FEMALE ENROLLMENT					
	Fall 2008-09		*Fall 2012-13*		*Five Year Change*		*Fall 2008-09*		*Fall 2012-13*		*Five Year Change*	
	Num	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*
Accountancy	110	15.1%	186	20.4%	76	69.1%	360	49.3%	435	47.8%	75	20.8%
African American Studies Program	2	66.7%	2	100.0 %	0	0.0%	1	33.3%	1	50.0%	0	0.0%
Art	34	12.8%	42	16.3%	8	23.5%	187	70.3%	190	73.9%	3	1.6%
Biology	167	25.5%	278	31.4%	111	66.5%	351	53.7%	479	54.1%	128	36.5%
Business	111	10.3%	157	13.8%	46	41.4%	314	29.2%	344	30.2%	30	9.6%
Chemical Engineering	17	23.0%	42	25.6%	25	147.1%	26	35.1%	61	37.2%	35	134.6%
Chemistry & Biochemistry	92	35.4%	164	36.4%	72	78.3%	130	50.0%	272	60.4%	142	109.2%
Civil Engineering	18	12.0%	22	14.9%	4	22.2%	27	18.0%	23	15.5%	-4	-14.8%
Classics	1	3.8%	5	20.0%	4	400.0%	10	38.5%	11	44.0%	1	10.0%
Communication Sciences & Disorders	26	14.1%	65	18.0%	39	150.0%	178	96.2%	353	97.5%	175	98.3%
Computer & Information Science	36	35.3%	59	37.1%	23	63.9%	15	14.7%	23	14.5%	8	53.3%
Economics	17	21.5%	29	27.4%	12	70.6%	19	24.1%	22	20.8%	3	15.8%
Electrical Engineering	28	35.9%	33	36.7%	5	17.9%	12	15.4%	9	10.0%	-3	-25.0%
Engineering	10	23.8%	23	26.1%	13	130.0%	12	28.6%	22	25.0%	10	83.3%
English	59	15.6%	74	20.7%	15	25.4%	210	55.4%	212	59.2%	2	1.0%
Finance	72	11.6%	71	13.3%	-1	-1.4%	122	19.6%	110	20.6%	-12	-9.8%
General Studies	0	0.0%	152	49.0%	152	n/a	0	0.0%	217	70.0%	217	n/a
Geology & Geological Engineering	8	6.9%	24	12.2%	16	200.0%	17	14.7%	46	23.4%	29	170.6%
Graduate Unclassified	29	27.6%	14	29.2%	-15	-51.7%	72	68.6%	36	75.0%	-36	-50.0%
Health, Exercise Sci & Recreation Mgmt	115	26.0%	189	26.3%	74	64.3%	210	47.4%	366	50.8%	156	74.3%
History	33	11.2%	31	10.6%	-2	-6.1%	96	32.5%	89	30.5%	-7	-7.3%
International Studies	17	11.0%	23	12.0%	6	35.3%	80	51.9%	117	61.3%	37	46.3%
Law	65	13.2%	95	18.3%	30	46.2%	201	40.8%	218	41.9%	17	8.5%
Leadership & Counselor Ed	88	31.8%	121	37.0%	33	37.5%	194	70.0%	219	67.0%	25	12.9%
Legal Studies	130	29.7%	286	38.1%	156	120.0%	187	42.8%	315	41.9%	128	68.4%
Liberal Arts	408	24.0%	663	32.6%	255	62.5%	1050	61.9%	1323	65.1%	273	26.0%
Management	93	20.3%	96	21.9%	3	3.2%	157	34.2%	147	33.5%	-10	-6.4%
Marketing	78	10.5%	120	17.0%	42	53.8%	443	59.5%	387	54.7%	-56	-12.6%
Master of Business Administration	6	8.6%	18	13.4%	12	200.0%	15	21.4%	54	40.3%	39	260.0%
Mathematics	31	33.7%	28	31.5%	-3	-9.7%	44	47.8%	42	47.2%	-2	-4.5%
Mechanical Engineering	80	28.8%	127	33.1%	47	58.8%	49	17.6%	63	16.4%	14	28.6%
Medicinal Chemistry	5	35.7%	0	0.0%	-5	-100.0%	5	35.7%	0	0.0%	-5	-100.0%
MIS	31	33.0%	37	38.9%	6	19.4%	18	19.1%	27	28.4%	9	50.0%
Modern Languages	20	18.9%	61	32.3%	41	205.0%	64	60.4%	127	67.2%	63	98.4%
Music	23	15.6%	38	23.8%	15	65.2%	62	42.2%	67	41.9%	5	8.1%
Nutrition & Hospitality Management	30	7.6%	62	12.7%	32	106.7%	325	82.5%	422	86.3%	97	29.8%
Pharmaceutics	2	50.0%	2	50.0%	0	0.0%	2	50.0%	0	0.0%	-2	-100.0%
Pharmacognosy	3	42.9%	0	0.0%	-3	-100.0%	4	57.1%	1	100.0 %	-3	-75.0%
Pharmacology	1	25.0%	1	100.0 %	0	0.0%	3	75.0%	1	100.0 %	-2	-66.7%

Pharmacy	106	16.3%	208	23.7%	102	96.2%		420	64.4%	566	64.5%	146	34.8%
Pharmacy Administration	35	48.6%	49	57.6%	14	40.0%		31	43.1%	31	36.5%	0	0.0%
Philosophy & Religion	5	9.6%	5	9.8%	0	0.0%		8	15.4%	15	29.4%	7	87.5%
Physics & Astronomy	18	28.6%	22	29.7%	4	22.2%		13	20.6%	13	17.6%	0	0.0%
Political Science	47	13.6%	77	22.3%	30	63.8%		129	37.3%	126	36.4%	-3	-2.3%
Psychology	120	21.5%	217	31.4%	97	80.8%		391	70.2%	497	71.8%	106	27.1%
Public Policy Leadership	2	20.0%	20	12.4%	18	900.0%		0	0.0%	61	37.9%	61	n/a
School of Journalism & New Media	77	15.0%	152	20.7%	75	97.4%		339	65.8%	486	66.3%	147	43.4%
Social Work	124	54.1%	186	48.6%	62	50.0%		204	89.1%	352	91.9%	148	72.5%
Sociology & Anthropology	25	24.5%	27	23.7%	2	8.0%		51	50.0%	71	62.3%	20	39.2%
Southern Culture	6	14.3%	11	20.4%	5	83.3%		20	47.6%	34	63.0%	14	70.0%
Teacher Education	277	20.3%	252	18.8%	-25	-9.0%		1202	87.9%	1132	84.6%	-70	-5.8%
Theatre Arts	11	11.3%	30	26.5%	19	172.7%		65	67.0%	65	57.5%	0	0.0%
University Programs	6	20.7%	2	11.8%	-4	-66.7%		24	82.8%	12	70.6%	-12	-50.0%
Grand Total	**2955**	**19.3%**	**4698**	**25.0%**	**1743**	**59.0%**		**8169**	**53.4%**	**10312**	**54.9%**	**2143**	**26.2%**

C.1.d. Enrollment Data for Individual Degree Programs, Disaggregated by Race/Ethnicity

THE UNIVERSITY OF MISSISSIPPI
ENROLLMENT BY DEGREE PROGRAM AND ETHNICITY, FALL 2012-13

College/School *Department/Degree*	*Amer Indian*	*Asian*	*Black/ Af Amer*	*Hispanic Latino*	*Multi-Racial*	*Native HI Pac Isl*	*2/More Races*	*Unknown*	*White*	*Grand Total*
College of Liberal Arts	**12**	**220**	**1137**	**184**	**1**	**10**	**114**	**7**	**4359**	**6044**
African American Studies			2							2
B.A. in African American Studies			2							2
Art	3	2	19	8			5		204	241
B.A. in Art	3	2	19	6			5		151	186
B.A. in Art History				1					21	22
B.F.A. in Art				1					32	33
Biology		41	208	16			9		575	849
B.A. in Biology		25	99	6			6		298	434
B.S. in Biology		16	109	10			3		277	415
Chemistry & Biochemistry		26	85	16		1	9		269	406
B.A. in Biochemistry		16	34	7			1		110	168
B.A. in Chemistry		2	7	1			1		15	26
B.S. in Chemistry		5	9			1	1		28	44
B.S. in Forensic Chemistry		3	35	8			6		116	168
Classics			3	1			1		20	25
B.A. in Classics			3	1			1		20	25
Computer & Information Science			10				1		12	23
B.A. in Computer Science			10				1		12	23
Economics		2	1	1			1		29	34
B.A. in Economics		2	1	1			1		29	34
English		1	49	10			5		217	282
B.A. in English		1	49	10			5		217	282
History	1		16	7			3	1	213	241
B.A. in History	1		16	7			3	1	213	241
International Studies		6	5	6			6		168	191
B.A. in International Studies		6	5	6			6		168	191
Liberal Arts	3	102	449	67		8	34	5	1364	2032
B.A. in Liberal Studies	1		35	2			1		110	149
B.S. in Clinical Laboratory Science(2+2)									2	2
B.S. in Cytotechnology (2 +2)									1	1
B.S. in Dental Hygiene (2 +2)			15	2			1		16	34
B.S. in Health Info & Info Mgmt (2 +2)			2						1	3
B.S. in Medical Technology (3+1)		1	6	2			2		11	22
B.S. in Occupational Therapy (2 +2)			22				1		16	39

B.S.N. in Nursing (2 +2)		3	168	14		1	7	201	394
BS in Radiological Science (2+2)			13					13	26
Liberal Arts Non-Degree				1				4	5
Liberal Arts Undecided	2	98	188	46		7	22	5 989	1357
Mathematics		2	11	1			4	38	56
B.A. in Mathematics			10	1			2	20	33
B.S. in Mathematics		2	1				2	18	23
Modern Languages		7	12	12			2	99	132
B.A. in Chinese		5	4	5				27	41
B.A. in French			2					15	17
B.A. in German								4	4
B.A. in Linguistics		1	2				2	25	30
B.A. in Spanish		1	4	7				28	40
Music		4	17	2				91	114
B.A. in Music		1	1					18	20
B.M. in Music		3	16	2				73	94
Philosophy & Religion		1	3					36	40
B.A. in Philosophy			2					24	26
B.A. in Religious Studies		1	1					12	14
Physics & Astronomy		1					2	40	43
B.A. in Physics							1	14	15
B.S. in Physics		1					1	26	28
Political Science	2	7	52	4			6	250	321
B.A. in Political Science	2	7	52	4			6	250	321
Psychology	2	13	149	22			16	422	624
B.A. in Psychology	2	13	149	22			16	422	624
Public Policy Leadership	1	3	10	3			3	141	161
B.A. in Public Policy Leadership	1	3	10	3			3	141	161
Sociology & Anthropology			12	4		1	2	54	73
B.A. in Anthropology			1	3		1	2	33	40
B.A. in Sociology			11	1				21	33
Southern Culture		1	2		1			20	24
B.A. in Southern Studies		1	2		1			20	24
Theatre Arts		1	21	4			4	83	113
B.A. in Theatre Arts		1	19	3			2	62	87
B.F.A. in Theatre Arts			2	1			2	21	26
University Programs			1				1	1 14	17
Independent Study			1				1	1 14	17
General Studies	1	3	137	4		3	4	1 157	310
General Studies	1	3	137	4		3	4	1 157	310
B.G.S. in General Studies	1	3	114	4		3	4	1 135	265
General Studies Undecided			23					22	45

Graduate School	6	201	336	44	4	3	34	6	1357	1991
Accountancy		9	12				2		99	122
M.Accy. in Accountancy		9	8				1		73	91
M.Tax. in Taxation									16	16
Ph.D. in Accountancy			4				1		10	15
Art			1	2			2		11	16
M.F.A. in Art			1	2			2		11	16
Biology		2	1	1					33	37
M.S. in Biological Science									17	17
Ph.D. in Biological Science		2	1	1					16	20
Business									9	9
Master of Healthcare Administration									9	9
Chemistry & Biochemistry		17	4	4			2		17	44
M.S. in Chemistry		1					1		2	4
Ph.D. in Chemistry		16	4	4			1		15	40
Communication Sciences & Disorders			9						47	56
MS in Communication Sciences & Disorders			9						47	56
Economics		2	5	1	2				6	16
M.A. in Economics									1	1
Ph.D. in Economics		2	5	1	2				5	15
Engineering									2	2
Certificate in Geographic Info Systems									2	2
English		3	4	1			1		67	76
M.A. in English									15	15
M.F.A. in Creative Writing		2	2				1		21	26
Ph.D. in English		1	2	1					31	35
Graduate	1	4	8	1					34	48
Graduate Non-degree	1	4	8	1					34	48
Health, Exercise Sci & Recreation Mgmt		7	6	1					50	64
M.A.P.R.M. in Park & Recreation Mgmt.									12	12
M.S. in Health Promotion			4						9	13
M.S.E.S. in Exercise Science		4	1						17	22
Ph.D. in Health & Kinesiology		3	1	1					12	17
History			3	1					47	51
M.A. in History									17	17
Ph.D. in History			3	1					30	34
Leadership & Counselor Ed	2	2	107	4			6		206	327
Ed.S. in Counselor Education				1					8	9
Ed.S. in Educational Leadership	1		25				1		18	45
M.A. in Higher Educ/Student Personnel	1		11	1					37	50
M.Ed. in Counselor Education		1	30	1			3		56	91

M.Ed. in Educational Leadership		8				1		27	36
Ph.D in Education		21						24	45
Ph.D. in Counselor Education		6						11	17
Ph.D. in Higher Education	1	6	1			1		25	34
Legal Studies		15	1			2		42	60
M.C.J. in Criminal Justice		15	1			2		42	60
Marketing	7		2			1		23	33
Ph.D in Business Administration	7		2			1		23	33
Master of Business Administration	7	5	2		1	3	2	114	134
Master of Business Administration	7	5	2		1	3	2	114	134
Mathematics	6	4						23	33
M.A. in Mathematics								5	5
M.S. in Mathematics		1						6	7
Ph.D in Mathematics	6	3						12	21
Mechanical Engineering	57	20	2	1		1	1	64	146
M.S. in Engineering Science	28	11				1		36	76
Ph.D. in Engineering Science	29	9	2	1			1	28	70
Modern Languages	6	11	10			1		29	57
M.A. in Modern Languages	6	11	9			1		29	56
M.A. in Spanish			1						1
Music	2	12				1		31	46
M.M. in Music	1	6				1		20	28
Ph.D. in Music	1	6						11	18
Nutrition & Hospitality Management	1	3	1					19	24
MS in Food and Nutrition Services	1	3	1					19	24
Pharmacognosy								1	1
Ph.D. in Pharmacognosy								1	1
Pharmacology	1								1
Ph.D. in Pharmacology	1								1
Pharmacy Administration	42	4	1		1	1		36	85
M.S. in Pharmaceutical Science	4	2						2	8
Ph.D. in Pharmaceutical Sciences	38	2	1		1	1		33	76
Ph.D. in Pharmacy Administration								1	1
Philosophy & Religion	1							10	11
M.A. in Philosophy	1							10	11
Physics & Astronomy	15		3			1		12	31
M.S. in Physics	2							1	3
Ph.D. in Physics	13		3			1		11	28
Political Science		4		1		1		19	25
M.A. in Political Science		1						1	2
Ph.D. in Political Science		3		1		1		18	23
Psychology	1	3	7	3		1		53	68
M.A. in Psychology								1	1

Ph.D. in Psychology	1	3	7	3		1		52	67
School of Journalism & New Media		4	10		1			10	25
M.A. in Journalism		4	10		1			10	25
Social Work		1	16					15	32
MSW in Social Work		1	16					15	32
Sociology & Anthropology			4			4		33	41
M.A. in Anthropology						2		21	23
M.A. in Sociology			4			2		12	18
Southern Culture		1	4	2			1	22	30
M.A. in Southern Studies		1	4	2			1	22	30
Teacher Education	1	2	57	1		4	2	173	240
Ed.D. in Education - Elementary Educ			7					13	20
Ed.S. in Curriculum and Instruction			11					4	15
M.A. in Curriculum and Instruction	1	1	8	1		4		38	53
M.Ed. in Curriculum and Instruction			19					91	110
M.Ed. in Literacy Education		1	12				2	27	42
School of Accountancy	**2**	**35**	**97**	**17**	**1**	**11**		**625**	**788**
Accountancy	2	35	97	17	1	11		625	788
Accountancy Undecided								2	2
B.Accy. in Accountancy	2	35	97	17	1	11		623	786
School of Applied Sciences	**13**	**8**	**604**	**64**	**2**	**34**	**4**	**1740**	**2469**
Communication Sciences & Disorders	1	2	50	2		1		250	306
BS in Communication Sciences & Disorders	1	2	50	2		1		250	306
Health, Exercise Sci & Recreation Mgmt	2	5	149	12		7		481	656
B.A.P.R.M in Park & Recreation Mgmt.	2	1	11	2				64	80
B.S.E.S. in Exercise Science		4	138	10		7		417	576
Legal Studies	5		222	25		16	1	422	691
B.P.S. in Paralegal Studies	3		36	4		2		52	97
B.S.C.J in Criminal Justice	2		186	21		14	1	370	594
Nutrition & Hospitality Management	4	1	30	15	1	6		407	464
B.S. in Dietetics and Nutrition	1		16	4	1	2		130	154
B.S. in Hospitality Management	3	1	14	11		4		277	310
School of Applied Sciences								1	1
Applied Sciences Undecided								1	1
Social Work	1		153	10	1	4	3	179	351
B.S.W. in Social Work	1		153	10	1	4	3	179	351
School of Business Administration	**8**	**53**	**288**	**100**	**3**	**33**		**2445**	**2930**
Business	1	15	77	47		17		974	1131

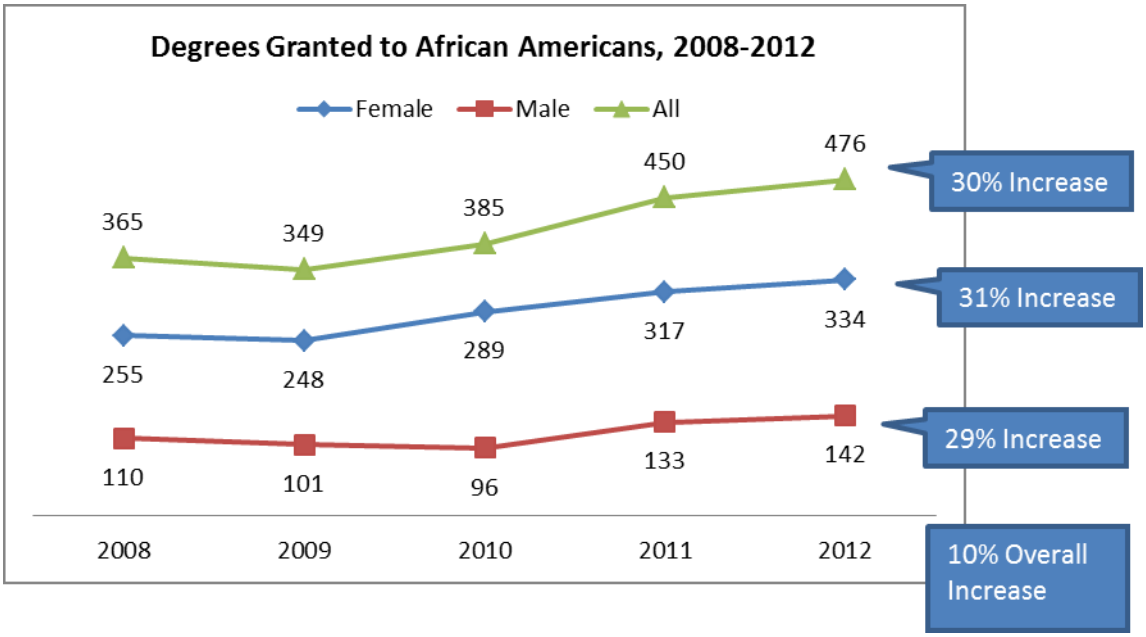
Business Undecided	1	15	77	47		17	974	1131
Economics		3	7	2		2	42	56
B.B.A. in Economics		3	7	2		2	42	56
Finance	2	10	44	10	1	4	464	535
B.B.A. in Banking and Finance		3	13				122	138
B.B.A. in Insurance and Risk Management			1	6		1	108	116
B.B.A. in Managerial Finance	2	6	27	3	1	1	193	233
B.B.A. in Real Estate		1	3	1		2	41	48
Management	1	8	76	7	1	3	343	439
B.B.A. in Management	1	8	76	7	1	3	343	439
Marketing	4	7	60	32	1	6	564	674
B.B.A. in Marketing	3	6	41	22	1	5	429	507
B.B.A. in Marketing Communications	1	1	19	10		1	135	167
MIS		10	24	2		1	58	95
B.B.A. in Management Information Systems		10	24	2		1	58	95
School of Education	**4**	**3**	**149**	**19**		**12**	**911**	**1098**
School of Education							3	3
Education Undecided							3	3
Teacher Education	4	3	149	19		12	908	1095
B.A.Ed. in Elementary Education	2		111	16		7	634	770
B.A.Ed. in English Education		1	17	2		1	72	93
B.A.Ed. in Mathematics Education			6				31	37
B.A.Ed. in Science Education		1	1			1	13	16
B.A.Ed. in Social Studies Education	1	1	9			3	98	112
B.A.Ed. in Special Education	1		5	1			60	67
School of Engineering	**4**	**55**	**117**	**40**	**2**	**20**	**821**	**1059**
Chemical Engineering		14	17	5		6	122	164
B.S.Ch.E. in Chemical Engineering		14	17	5		6	122	164
Civil Engineering		2	15	3		2	126	148
B.S.C.E. in Civil Engineering		2	15	3		2	126	148
Computer & Information Science	1	10	29	4	1	3	88	136
B.S.C.S. in Computer Science	1	10	29	4	1	3	88	136
Electrical Engineering	1	10	16	3		3	57	90
B.S.E.E. in Electrical Engineering	1	10	16	3		3	57	90
Engineering		3	11	6		3	63	86
B.E. in Engineering		3	11	6		3	62	85
Engineering Undecided							1	1
Geology & Geological Engineering	2	4	9	7	1	1	173	197
B.S. in Geology		1	1	3			29	34
B.S.G.E. in Geological Engineering	2	3	8	4	1	1	144	163
Mechanical Engineering		12	20	12		2	192	238

B.S.M.E. in Mechanical Engineering		12	20	12			2	192	238
School of Journalism & New Media	4	2	94	20			17	571	708
School of Journalism & New Media	4	2	94	20			17	571	708
B.A.J. in Journalism	4	1	80	14			13	432	544
B.S. in Integrated Marketing Communicat		1	14	6			4	139	164
School of Law	**4**	**6**	**69**	**14**			**2**	**425**	**520**
Law	4	6	69	14			2	425	520
Juris Doctor	4	6	69	14			2	425	520
School of Pharmacy	**3**	**74**	**104**	**10**	**2**		**15**	**669**	**877**
Pharmacy	3	74	104	10	2		15	669	877
B.S. in Pharmaceutical Sciences	1	30	17	4	2		1	239	294
Pharm. D.		16	13	1			4	189	223
Pre Pharmacy	2	28	74	5			10	241	360
Grand Total	**61**	**660**	**3132**	**516**	**7**	**24**	**296**	**18**	**14080**	**18794**

C.2. Undergraduate Degrees Produced Data

DEGREES GRANTED TO AFRICAN AMERICANS			
	Female	*Male*	*All*
2008	255	110	365
2009	248	101	349
2010	289	96	385
2011	317	133	450
2012	334	142	476

Degrees Granted

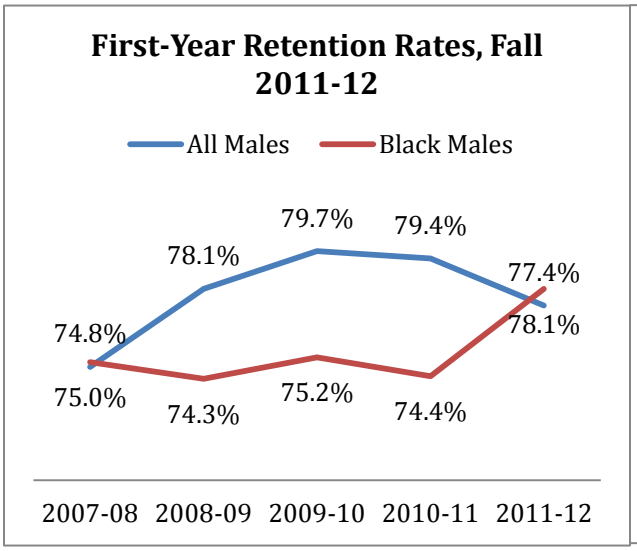


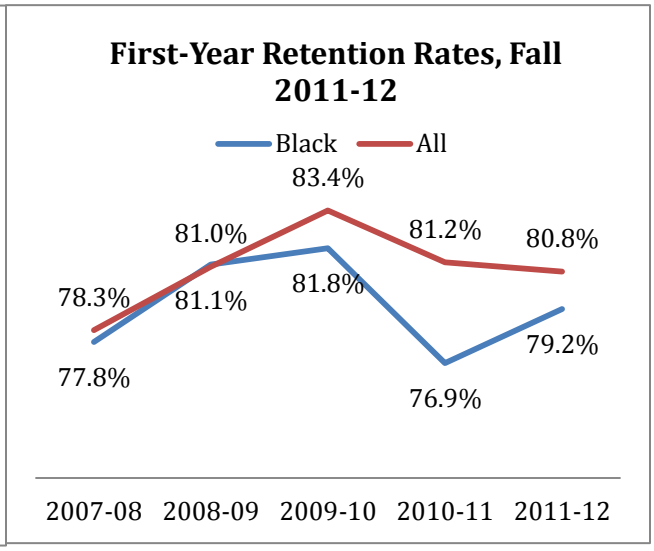
C.3. First Year Retention and Graduation Rate Data

C.3.a. First Year Retention Rate Data

FIRST-YEAR RETENTION RATE			
ALL	*Female*	*Male*	*All*
2007-08	81.4%	74.8%	78.3%
2008-09	83.3%	78.1%	81.0%
2009-10	86.2%	79.7%	83.4%
2010-11	82.8%	79.4%	81.2%
2011-12	83.5%	77.4%	80.8%
BLACK	*Female*	*Male*	*All*
2007-08	79.9%	75.0%	77.8%
2008-09	85.2%	74.3%	81.1%
2009-10	86.5%	75.2%	81.8%
2010-11	78.7%	74.4%	76.9%
2011-12	79.8%	78.1%	79.2%

First Year Retention Rates





C.3.b. Graduation Rates, Aggregated

6-YEAR GRADUATION RATE FOR 2005 COHORT			
	Female	*Male*	*All*
All	62.9%	57.5%	60.4%
Black	51.9%	26.3%	43.6%

C.3.c. First Year Retention Data, Disaggregated by Academic Department, Race/Ethnicity and Gender

THE UNIVERSITY OF MISSISSIPPI

FIRST-YEAR RETENTION RATES BY ACADEMIC DEPARTMENT FOR FALL 2011-12 FRESHMAN COHORT

ACADEMIC DEPARTMENT	RETENTION RATES BY ETHNICITY				RETENTION RATES BY GENDER				TOTAL RETENTION RATE	
	Minority		*White*		*Female*		*Male*		*All*	
	Num	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*
Accountancy	35	94.3%	108	92.6%	64	93.8%	79	92.4%	143	93.0%
Anthropology	1	0.0%	5	80.0%	4	50.0%	2	100.0%	6	66.7%
Art	7	71.4%	35	85.7%	34	88.2%	8	62.5%	42	83.3%
Biology	74	77.0%	155	81.9%	128	82.0%	102	77.5%	230	80.0%
Business Undecided	49	57.1%	358	77.4%	104	74.0%	303	75.2%	407	74.9%
Chemical Engineering	10	80.0%	36	88.9%	19	94.7%	27	81.5%	46	87.0%
Chemistry	43	86.0%	84	89.3%	76	86.8%	51	90.2%	127	88.2%
Civil Engineering	6	83.3%	22	86.4%	6	100.0%	22	81.8%	28	85.7%
Classics	2	100.0%	0	n/a	1	100.0%	1	100.0%	2	100.0%
Communication Sci/Disorders	12	100.0%	57	94.7%	67	95.5%	2	100.0%	69	95.7%
Computer Science	11	63.6%	20	80.0%	4	75.0%	27	74.1%	31	74.2%
Criminal Justice	34	88.2%	50	72.0%	29	72.4%	55	81.8%	84	78.6%
Economics	8	87.5%	13	84.6%	5	100.0%	16	81.3%	21	85.7%
Electrical Engineering	11	81.8%	12	58.3%	2	0.0%	21	76.2%	23	69.6%
Engineering	4	75.0%	17	76.5%	6	83.3%	15	73.3%	21	76.2%
English	14	85.7%	29	82.8%	31	87.1%	12	75.0%	43	83.7%
Finance	9	66.7%	51	94.1%	14	85.7%	46	91.3%	60	90.0%
Geological Engineering	13	84.6%	40	75.0%	13	84.6%	40	75.0%	53	77.4%
Geology	0	n/a	6	83.3%	1	100.0%	5	80.0%	6	83.3%
Health, Exer Sci&Rec Mgmt	31	74.2%	95	92.6%	75	93.3%	51	80.4%	126	88.1%
History	3	66.7%	42	69.0%	13	76.9%	32	65.6%	45	68.9%
International Studies	6	100.0%	43	100.0%	32	100.0%	17	100.0%	49	100.0%
Journalism	37	81.1%	153	87.6%	141	86.5%	49	85.7%	190	86.3%
Legal Studies	1	100.0%	1	100.0%	2	100.0%	0	n/a	2	100.0%
Liberal Arts Undecided	103	69.9%	403	69.2%	281	73.0%	227	64.3%	508	69.1%
Liberal Studies	1	100.0%	6	83.3%	6	83.3%	1	100.0%	7	85.7%
Management	4	75.0%	43	88.4%	13	84.6%	34	88.2%	47	87.2%
Marketing	22	86.4%	111	84.7%	78	87.2%	55	81.8%	133	85.0%
Mathematics	3	66.7%	14	100.0%	10	90.0%	7	100.0%	17	94.1%
Mechanical Engineering	10	90.0%	62	71.0%	11	81.8%	61	72.1%	72	73.6%
MIS	2	100.0%	2	100.0%	2	100.0%	2	100.0%	4	100.0%
Modern Languages	5	100.0%	19	78.9%	21	90.5%	3	33.3%	24	83.3%
Music	10	50.0%	13	76.9%	10	70.0%	13	61.5%	23	65.2%
Nursing	58	84.5%	85	87.1%	124	87.1%	19	78.9%	143	86.0%
Nutrition&Hosp Mgmt	6	83.3%	104	90.4%	102	91.2%	8	75.0%	110	90.0%

Pharmaceutical Sciences	12	100.0%	42	85.7%	35	94.3%	19	78.9%	54	88.9%
Philosophy	1	0.0%	2	100.0%	2	50.0%	1	100.0%	3	66.7%
Physics	3	100.0%	10	90.0%	1	100.0%	12	91.7%	13	92.3%
Political Science	24	70.8%	45	82.2%	39	76.9%	30	80.0%	69	78.3%
Pre Pharmacy	26	88.5%	67	68.7%	62	71.0%	31	80.6%	93	74.2%
Pre-Professional	18	72.2%	11	100.0%	26	84.6%	3	66.7%	29	82.8%
Psychology	39	71.8%	71	77.5%	83	80.7%	27	59.3%	110	75.5%
Public Policy	3	66.7%	33	100.0%	18	94.4%	18	100.0%	36	97.2%
Social Work	8	87.5%	5	60.0%	12	75.0%	1	100.0%	13	76.9%
Sociology	1	0.0%	2	100.0%	2	100.0%	1	0.0%	3	66.7%
Southern Studies	0	n/a	3	100.0%	2	100.0%	1	100.0%	3	100.0%
Teacher Education	24	70.8%	124	83.9%	139	82.7%	9	66.7%	148	81.8%
Theatre Arts	6	83.3%	20	75.0%	15	73.3%	11	81.8%	26	76.9%
Grand Total	810	78.1%	2729	81.6%	1965	83.5%	1577	77.4%	3542	80.8%

NOTES: "Num" indicates total number in the cohort group. "%" indicates percentage of freshmen who began in the department and returned to the university the following fall. Retention rates by ethnicity exclude students with "Unknown Ethnicity."

C.3.d. Graduation Rate Data, Disaggregated by Academic Department, Race/Ethnicity, and Gender

THE UNIVERSITY OF MISSISSIPPI

GRADUATION RATES BY ACADEMIC DEPARTMENT FOR 2008 JUNIOR COHORT

ACADEMIC DEPARTMENT	GRADUATION RATES BY ETHNICITY				GRADUATION RATES BY GENDER				TOTAL GRAD RATE	
	Minority		*White*		*Female*		*Male*		*All*	
	Num	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*
Accountancy	25	64.0%	134	74.6%	90	62.2%	75	82.7%	165	71.5%
Anthropology	2	50.0%	4	100.0%	5	80.0%	1	100.0%	6	83.3%
Art	4	25.0%	41	78.0%	30	80.0%	16	56.3%	46	71.7%
Biology	27	63.0%	89	86.5%	57	73.7%	60	88.3%	117	81.2%
Chemical Engineering	7	71.4%	15	86.7%	8	87.5%	14	78.6%	22	81.8%
Chemistry	15	60.0%	22	63.6%	16	56.3%	21	66.7%	37	62.2%
Civil Engineering	4	100.0%	25	76.0%	5	100.0%	24	75.0%	29	79.3%
Classics	0		4	100.0%	0		4	100.0%	4	100.0%
Communication Sciences/Disorders	7	71.4%	37	94.6%	43	90.7%	2	100.0%	45	91.1%
Computer Science	5	60.0%	17	58.8%	1	100.0%	22	59.1%	23	60.9%
Criminal Justice	27	63.0%	61	75.4%	34	61.8%	56	76.8%	90	71.1%
Economics	0		7	57.1%	2	0.0%	6	66.7%	8	50.0%
Electrical Engineering	2	100.0%	11	81.8%	3	100.0%	10	80.0%	13	84.6%
Engineering	1	100.0%	3	66.7%	1	100.0%	3	66.7%	4	75.0%
English	13	76.9%	58	79.3%	47	76.6%	24	83.3%	71	78.9%
Finance	30	73.3%	138	84.1%	44	77.3%	128	83.6%	172	82.0%
Geological Engineering	0		23	87.0%	2	100.0%	21	85.7%	23	87.0%
Geology	0		5	100.0%	0		5	100.0%	5	100.0%
Health, Exer Science & Rec Mgmt	28	71.4%	66	81.8%	50	84.0%	45	71.1%	95	77.9%
History	8	62.5%	46	82.6%	21	76.2%	35	80.0%	56	78.6%
International Studies	5	100.0%	28	92.9%	11	90.9%	22	95.5%	33	93.9%
Journalism	23	52.2%	126	88.1%	92	83.7%	60	80.0%	152	82.2%
Legal Studies	13	53.8%	7	71.4%	16	75.0%	4	0.0%	20	60.0%
Liberal Arts	10	30.0%	28	75.0%	20	65.0%	20	65.0%	40	65.0%
Management	24	66.7%	105	73.3%	51	66.7%	82	73.2%	133	70.7%
Marketing	8	62.5%	110	83.6%	65	81.5%	56	80.4%	121	81.0%
Mathematics	3	33.3%	8	100.0%	4	100.0%	7	71.4%	11	81.8%
Mechanical Engineering	1	100.0%	22	86.4%	2	100.0%	21	85.7%	23	87.0%
MIS	4	75.0%	21	76.2%	5	60.0%	22	72.7%	27	70.4%
Modern Languages	4	100.0%	12	75.0%	9	77.8%	7	85.7%	16	81.3%
Music	1	0.0%	15	60.0%	5	60.0%	11	54.5%	16	56.3%
Nutrition & Hospitality Mgmt	1	100.0%	44	86.4%	40	85.0%	5	100.0%	45	86.7%
Nutrition and Hospitality Mgmt	3	66.7%	44	93.2%	34	97.1%	13	76.9%	47	91.5%
Pharmacy	17	82.4%	129	92.2%	85	89.4%	62	93.5%	147	91.2%
Philosophy&Religion	0		10	70.0%	2	50.0%	8	75.0%	10	70.0%
Physics	0		5	100.0%	0		6	100.0%	6	100.0%
Political Science	12	58.3%	74	85.1%	35	80.0%	53	83.0%	88	81.8%
Psychology	29	65.5%	99	79.8%	98	75.5%	34	76.5%	132	75.8%
Public Policy	2	100.0%	3	100.0%	1	100.0%	4	100.0%	5	100.0%
Social Work	41	65.9%	30	76.7%	61	72.1%	14	57.1%	75	69.3%

Sociology	3	66.7%	3	100.0%		2	100.0%	4	75.0%		6	83.3%
Southern Studies	0		1	100.0%		2	100.0%	0			2	100.0%
Teacher Education	28	78.6%	211	84.4%		219	85.4%	31	71.0%		250	83.6%
Theatre Arts	2	0.0%	11	81.8%		11	63.6%	2	100.0%		13	69.2%
Grand Total	439	66.3%	1952	82.5%		1329	78.9%	1120	79.1%		2449	79.0%

METHODOLOGY: Graduation rates by department are calculated using a cohort of Junior-level students and a four-year time period, as opposed to 6-year graduation rates. Because students change majors so often during their first two years, graduate rates for individual degree programs based on the freshmen initial program are not as meaningful. ALSO: Graduation rates by ethnicity exclude students with "Unknown Ethnicity."

Note that UM does not offer undergraduate programs through online delivery. One possible exception is that the Bachelor of General Studies can be completed by only taking online courses. However, we have not yet had a student complete the BGS degree in this manner. The only online degree programs offered by UM are at the graduate level, and the first year retention and graduation rate analysis are not relevant for graduate programs.

Table D. Institutional Financial Aid Information, by Gender and Race/Ethnicity Unduplicated Recipients refers to the number of individual students who received some type of institutional financial aid in Fall 2012. The latter refers to those funding sources under control of the University and includes all fund 10 sources as well as several other sources. The numbers include athletic scholarships and Ole Miss Opportunity scholarships. The % of Total Recipients column refers to the percentage of the total number of recipients that belong to the indicated category (gender or race). The % of Student Type Receiving Aid refers to the percentage of all enrolled students of this gender or race that received some type of financial aid. For example, 41% of all male undergraduates receive some type of financial aid. All data are for Fall 2012.

Institutional Financial Aid Distributions by Gender and Race/Ethnicity: Fall 2012 All Institutional Accounts

All Institutional Aid by Gender

	Undergraduate Students				Graduate and Professional Students				All Students	
	Unduplicated Undergrad Recipients	% of Total Recipients	Avg. Award	% of Student Type Receiving Aid	Unduplicated Grad Recipients	% of Total Recipients	Avg. Award	% of Student Type Receiving Aid	Unduplicated Recipients	% of Student Type Receiving Aid
Male	2984	42.89%	$ 3762	41%	819	46.80%	$ 5408	64%	3,803.00	45%
Female	3,974	57.11%	$ 3339	45%	931	53.20%	$ 4458	64%	4,905.00	48%
TOTALS	**6,958**	**100.00%**		**43%**	**1750**	**100.00%**		**64%**		**46%**

All Institutional Aid by Race

	Undergraduate Students				Graduate and Professional Students				All Students	
	Unduplicated Undergrad Recipients	% of Total Recipients	Avg. Award	% of Student Type Receiving Aid	Unduplicated Grad Recipients	% of Total Recipients	Average Award	% of Student Type Receiving Aid	Unduplicated Recipients	% of Student Type Receiving Aid
American Indian/Alaskan	18	0.26%	$ 2,902	35%	6	0.34%	$4,527	60%	24	39%
Asian	285	4.10%	$ 5,024	65%	178	11.17%	$7,162	80%	463	70%
Black	1,022	14.69%	$ 3,615	38%	375	21.43%	$4,182	90%	1,397	45%
Hispanic/Latino	168	2.41%	$ 4,099	37%	43	2.46%	$5,720	73%	211	41%
Native Hawaiian/Pacific	7	0.10%	$ 6,230	33%	2	0.11%	$9,276	100%	9	29%
Multi Racial	117	1.68%	$ 3,533	45%	34	1.94%	$5,514	79%	151	50%
Unknown	4	0.06%	$ 4,379		2	0.11%	$5,320		6	
White	5,337	76.70%	$ 3,401	44%	1,110	63.43%	$4,722	56%	6,447	46%
TOTALS	**6,958**	**100%**		**43%**	**1,750**	**100%**		**64%**	8,708	**46%**

All Institutional Aid by Residency

	Undergraduate Students				Graduate and Professional Students				All Students	
	Unduplicated Undergrad Recipients	% of Total Recipients	Avg. Award	% of Student Type Receiving Aid	Unduplicated Grad Recipients	% of total	Average Award	% of Student Type Receiving Aid	Unduplicated Recipients	% of Student Type Receiving Aid
Resident	4,294	61.71	2,606	43%	1,001	57.2	$ 2,687		5,295	
Non-Resident	2,664	38.29	4,992	44%	749	42.8	$ 7,863		3,413	
TOTALS	**6,958**	**100**			**1,750**	**100**			**8,708**	

E. Employee Demographic Data:

E.a. Employee Data by Broad Category and Gender

THE UNIVERSITY OF MISSISSIPPI
EMPLOYEES BY CATEGORY AND GENDER
FALL 2008 THROUGH FALL 2012

BY CATEGORY AND GENDER	Gender	2008-2009		2009-2010		2010-2011		2011-2012		2012-13	
		Num	%	Num	%	Num	%	Num	%	Num	%
Administrators	Female	32	39%	31	37%	30	36%	29	36%	26	31%
	Male	51	61%	53	63%	53	64%	51	64%	57	69%
	Total	83		84		83		80		83	
Tenured Faculty	Female	99	30%	111	32%	115	32%	122	33%	128	34%
	Male	228	70%	238	68%	244	68%	251	67%	251	66%
	Total	327		349		359		373		379	
Non-Tenured Faculty	Female	270	48%	271	49%	279	51%	303	53%	272	52%
	Male	295	52%	283	51%	267	49%	270	47%	249	48%
	Total	565		554		546		573		521	
Other Staff	Female	920	54%	926	53%	917	53%	943	54%	986	55%
	Male	795	46%	807	47%	802	47%	798	46%	813	45%
	Total	1715		1733		1719		1741		1799	

E.b. Faculty and Staff Data, Disaggregated by Race/Ethnicity

BY CATEGORY AND ETHNICITY	Ethnicity	2008-2009		2009-2010		2010-2011		2011-2012		2012-13	
		Num	%	Num	%	Num	%	Num	%	Num	%
Administrators	Amer Ind	0	0%	0	0%	0	0%	0	0%	0	0%
	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	5	6%	6	7%	5	6%	7	9%	7	8%
	Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
	Multiracial	1	1%	2	2%	2	2%	1	1%	2	2%
	Pac Islndr	0	0%	0	0%	0	0%	0	0%	0	0%
	Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
	White	77	93%	76	90%	76	92%	72	90%	74	89%
	Total	83		84		83		80		83	
Tenured Faculty	Amer Ind	2	1%	2	1%	2	1%	0	0%	2	1%
	Asian	3	1%	3	1%	4	1%	6	2%	7	2%
	Black	17	5%	15	4%	18	5%	19	5%	22	6%
	Hispanic	3	1%	3	1%	3	1%	3	1%	3	1%
	Multiracial	13	4%	15	4%	18	5%	19	5%	20	5%
	Pac Islndr	0	0%	0	0%	0	0%	0	0%	0	0%
	Unknown	0	0%	0	0%	0	0%	2	1%	0	0%
	White	289	88%	311	89%	314	87%	324	87%	325	86%
	Total	327		349		359		373		379	
Non-Tenured Faculty	Amer Ind	1	0%	2	0%	1	0%	2	0%	1	0%
	Asian	18	3%	18	3%	15	3%	13	2%	21	4%
	Black	34	6%	38	7%	40	7%	41	7%	35	7%
	Hispanic	12	2%	13	2%	13	2%	15	3%	15	3%
	Multiracial	30	5%	25	5%	24	4%	16	3%	13	2%
	Pac Islndr	0	0%	0	0%	0	0%	1	0%	1	0%
	Unknown	2	0%	1	0%	1	0%	2	0%	1	0%
	White	468	83%	457	82%	452	83%	483	84%	434	83%
	Total	565		554		546		573		521	
Other Staff	Amer Ind	2	0%	2	0%	2	0%	3	0%	3	0%
	Asian	25	1%	33	2%	42	2%	39	2%	47	3%
	Black	330	19%	344	20%	343	20%	347	20%	356	20%
	Hispanic	21	1%	19	1%	18	1%	16	1%	13	1%
	Multiracial	86	5%	80	5%	68	4%	59	3%	63	4%
	Pac Islndr	1	0%	1	0%	2	0%	2	0%	2	0%
	Unknown	1	0%	0	0%	0	0%	1	0%	0	0%
	White	1249	73%	1254	72%	1244	72%	1274	73%	1315	73%
	Total	1715		1733		1719		1741		1799	

E.c. Faculty and Staff Data, by EEO Category, Minority, and Gender

THE UNIVERSITY OF MISSISSIPPI

GENDER AND ETHNICITY OF EMPLOYEES BY SCHOOL AND DEPARTMENT

	MINORITY EMPLOYEES						FEMALE EMPLOYEES					
	Fall 2008-09		*Fall 2012-13*		*Five Year Change*		*Fall 2008-09*		*Fall 2012-13*		*Five Year Change*	
EEO CATEGORY	*Num*	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*
1: Exec/Mgmt	6	7.2%	9	10.8%	3	3.6%	32	38.6%	26	31.3%	-6	-7.2%
2: Faculty	134	15.0%	140	15.6%	6	0.5%	369	41.4%	400	44.4%	31	3.1%
3: Prof NonFaculty	182	22.2%	201	22.5%	19	0.3%	425	51.8%	493	55.2%	68	3.4%
4: Paraprofessional	26	21.7%	28	20.6%	2	-1.1%	22	18.3%	19	14.0%	-3	-4.4%
5: Clerical	93	22.1%	86	21.5%	-7	-0.6%	365	86.9%	345	86.3%	-20	-0.7%
6: Skilled Crafts	13	15.7%	12	14.5%	-1	-1.2%	2	2.4%	2	2.4%	0	0.0%
7: Maintenance	151	55.7%	157	54.5%	6	-1.2%	106	39.1%	127	44.1%	21	5.0%
Total	**605**	**16.9%**	**633**	**16.1%**	**28**	**-0.8%**	**1321**	**37.0%**	**1412**	**36.0%**	**91**	**-1.0%**

E.d. Faculty and Staff Data, Disaggregated by Academic Department, Minority, and Gender

THE UNIVERSITY OF MISSISSIPPI

GENDER AND ETHNICITY OF EMPLOYEES BY SCHOOL AND DEPARTMENT

	MINORITY EMPLOYEES						FEMALE EMPLOYEES					
	Fall 2008-09		*Fall 2012-13*		*Five Year Change*		*Fall 2008-09*		*Fall 2012-13*		*Five Year Change*	
	Num	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*	*Num*	*%*
Accountancy	8	14.0%	13	22.0%	5	8.0%	24	42.1%	27	45.8%	3	3.7%
Applied Sciences	16	13.9%	24	16.1%	8	2.2%	78	67.8%	107	71.8%	29	4.0%
Business	20	23.0%	14	16.3%	-6	-6.7%	28	32.2%	29	33.7%	1	1.5%
Education	14	14.6%	14	13.0%	0	-1.6%	71	74.0%	80	74.1%	9	0.1%
Engineering	80	42.8%	86	48.3%	6	5.5%	51	27.3%	57	32.0%	6	4.7%
Journalism			7	21.2%					17	51.5%		
Law	11	21.2%	10	26.3%	-1	5.2%	23	44.2%	16	42.1%	-7	-2.1%
Liberal Arts	165	19.8%	203	21.0%	38	1.2%	391	46.9%	428	44.3%	37	-2.6%
Pharmacy	72	43.1%	53	38.4%	-19	-4.7%	79	47.3%	72	52.2%	-7	4.9%

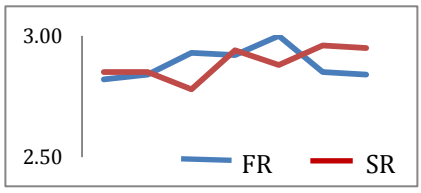
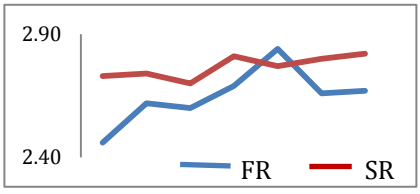
F.1. National Survey of Student Engagement Data - 5 Year Trend Data for UM Student Responses to the Section on Experiences and Relationships

Comparisons are shown to the responses from students at SUG peer institutions and Carnegie institutions of comparable level: ***, **, and * indicate that the response from UM students is above the peer group values, with a preceding "-" sign indicating the that UM responses are below these peer averages. For example, for item 1.e. on whether the student experienced "diverse perspectives regarding race, religion, gender, political beliefs, etc. in class discussions or writing assignments," UM freshmen and seniors indicate a consistent and significantly higher positive response to this item.)

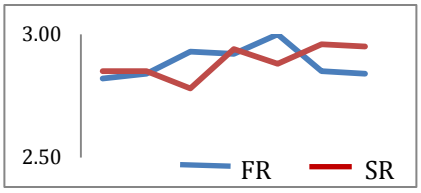
NATIONAL SURVEY OF STUDENT ENGAGEMENT ANALYSIS
FOR SENSITIVITY AND RESPECT RESEARCH SUBCOMMITTEE, FEBRUARY 2013

SECTION 1: ACADEMIC AND INTELLECTUAL EXPERIENCES

In your experience at your institution during the current school year, about how often have you done each of the following: (1=never, 2=sometimes, 3-often, 4-very often)

No	*Question*	*Class*	*2006*	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*
1.e	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FR	2.82	2.84	2.93	2.92	3.00	2.85	2.84
		SR	2.85	2.85	2.78	2.94	2.88	2.96	2.95
		*SUG*							
		FR		***	***	***	***	***	***
		SR	***	***		***	***	***	***
		Carnegie							
		FR	**	*	***	***	***	**	*
		SR	***	**		***	***	***	***
1.u	Had serious conversations with students of a different race or ethnicity than your own	FR	2.46	2.62	2.60	2.69	2.84	2.66	2.67
		SR	2.73	2.74	2.70	2.81	2.77	2.80	2.82
		*SUG*							
		FR	-**				***		
		SR							***
		Carnegie							
		FR					***		
		SR	**			**		***	***

1.v	Had serious conversation with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FR	2.64	2.68	2.77	2.84	2.85	2.73	2.73
		SR	2.79	2.79	2.72	2.89	2.78	2.78	2.87



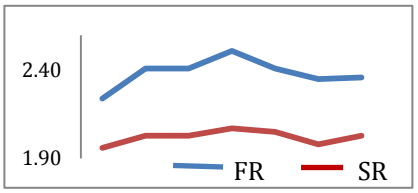
SUG	*FR*				*	***		
	SR			-*				***
Carnegie	*FR*				**	***	*	
	SR	*	*		***	*	**	***

NOTE: * p<.05 ** p<.01 ***p<.001 (2-railed)

SECTION 6: ADDITIONAL COLLEAGIATE EXPERIENCES

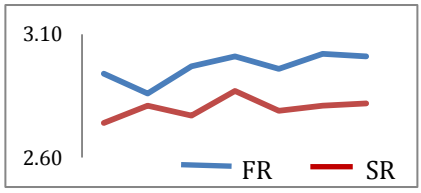
During the current school year, about how often have you done each of the following: (1=never, 2=sometimes, 3=often 4=very often)

No	*Question*	*Class*	*2006*	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*
6.a	Attended an art exhibit, gallery, play, dance, or other theatre performance	FR	2.24	2.41	2.41	2.51	2.41	2.35	2.36
		SR	1.96	2.03	2.03	2.07	2.05	1.98	2.03

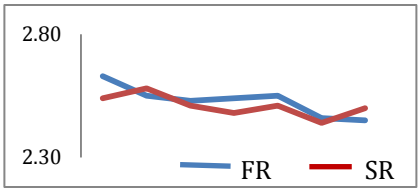
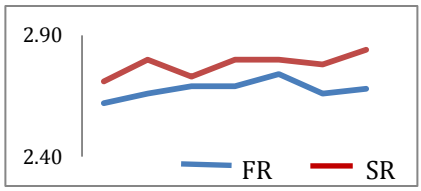


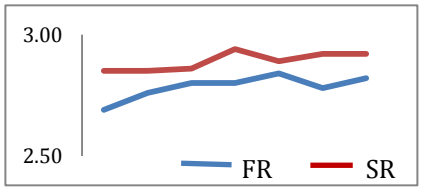
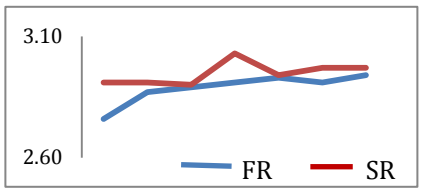
SUG	*FR*	***	***	***	***	***		***
	SR							***
Carnegie	*FR*	***	***	***	***	***		***
	SR							***

6.b	Exercised or participated in physical fitness activities	FR	2.94	2.86	2.97	3.01	2.96	3.02	3.01
		SR	2.74	2.81	2.77	2.87	2.79	2.81	2.82



SUG	*FR*							
	SR			-*		-*	-***	
Carnegie	*FR*	***		***	***	*	***	***
	SR		**	*	**		*	**

6.c	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FR	2.63	2.55	2.53	2.54	2.55	2.46	2.45
		SR	2.54	2.58	2.51	2.48	2.51	2.44	2.50
		*SUG* FR	***	***	***	***	***	***	***
		SUG SR	***	***	***	***	***	***	***
		Carnegie FR	***	***	***	***	***	***	***
		Carnegie SR	***	***	***	***	***	***	***
6.d	Examined the strengths and weaknesses of your own views on a topic or issue	FR	2.62	2.66	2.69	2.69	2.74	2.66	2.68
		SR	2.71	2.80	2.73	2.80	2.80	2.78	2.84
		*SUG* FR					**		*
		SUG SR		**			*		***
		Carnegie FR		*		*	*	*	
		Carnegie SR		**		**	**	**	***

No	*Question*	*Class*	*2006*	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*
6.e	Tried to better understand someone else's view by imaging how an issue looks from his or her perspective	FR	2.69	2.76	2.80	2.80	2.84	2.78	2.82
		SR	2.85	2.85	2.86	2.94	2.89	2.92	2.92
		*SUG* FR							
		SUG SR				*			*
		Carnegie FR							
		Carnegie SR				*		*	*
6.f	Learned something that changed the way you understand an issue or concept	FR	2.76	2.87	2.89	2.91	2.93	2.91	2.94
		SR	2.91	2.91	2.90	3.03	2.94	2.97	2.97
		*SUG* FR		*				*	**
		SUG SR	*			***		*	**
		Carnegie FR		*					
		Carnegie SR	*			***		*	*

SECTION 7: ENRICHING EDUCATIONAL EXPERIENCES

Which of the following have you done or plan to do before you graduate from your institution? (0=have not decided, do not plan to do plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)

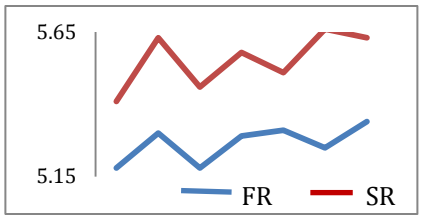
No	Question	Class	2006	2007	2008	2009	2010	2011	2012
7.b	Community service or volunteer work	FR	0.55	0.59	0.60	0.58	0.54	0.54	0.55
		SR	0.61	0.66	0.68	0.63	0.62	0.62	0.67
		SUG FR	***	***	***	***	***	***	**
		SUG SR				-*	-**	-***	
		Carnegie FR	***	***	***	***	***	***	***
		Carnegie SR	**	**	***	*		*	***
7.c	Participated in a learning community or some other formal program where groups of students take two or more classes together	FR	0.13	0.14	0.15	0.16	0.13	0.16	0.17
		SR	0.22	0.27	0.26	0.24	0.25	0.27	0.28
		SUG FR		-**		-***	-***	-***	-**
		SUG SR							
		Carnegie FR	-**	-*	-*	-**	-***	-***	-***
		Carnegie SR	-*						

SECTION 8: QUALITY OF RELATIONSHIPS

Mark the box that best represents the quality of your relationships with people at your institution. (1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging)

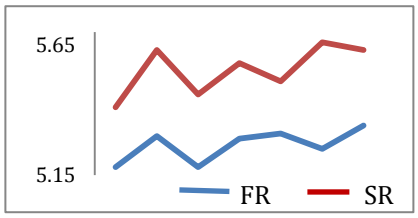
No	Question	Class	2006	2007	2008	2009	2010	2011	2012
8.a	Relationships with other students	FR	5.67	5.69	5.67	5.73	5.70	5.72	5.68
		SR	5.78	5.90	5.81	5.84	5.77	5.84	5.86
		SUG FR	*			*	*		
		SUG SR	*	***	*	**		*	**
		Carnegie FR	***	**	***	***	**	***	***
		Carnegie SR	***	***	***	***	**	***	***

8.b Relationships with faculty members



	FR	5.18	5.30	5.18	5.29	5.31	5.25	5.34
	SR	5.41	5.63	5.46	5.58	5.51	5.66	5.63
SUG	*FR*	**	***	**	***	***	*	**
	SR	*	***	**	***	***	***	***
Carnegie	*FR*	**	***	*	***	**		**
	SR	***	***	***	***	**	***	***

8.c Relationships with administrative personnel and offices



	FR	4.87	4.99	4.87	5.01	4.87	4.99	5.05
	SR	4.89	5.03	4.96	5.21	4.82	5.15	5.01
SUG	*FR*	***	***	***	***	*	***	***
	SR	***	***	***	***	**	***	***
Carnegie	*FR*	***	***	***	***	*	***	***
	SR	***	***	***	***	***	***	***

F.2. National Survey of Student Engagement Data – Key Questions on Campus Climate Dissected by Race and Gender.

THE UNIVERSITY OF MISSISSIPPI
RESPONSES OF MINORITIES AND FEMALES ON CAMPUS CLIMATE

		MINORITY RESPONSES				FEMALE RESPONSES				ALL RESPONSES			
		Fall 2008-09	Fall 2012-13	Five Year Change		Fall 2008-09	Fall 2012-13	Five Year Change		Fall 2008-09	Fall 2012-13	Five Year Change	
		Average	Average	Diff.	%	Average	Average	Diff.	%	Average	Average	Diff.	%
	Academic and Intellectual Experiences												
	About how often have you done each of the following? (1 = never to 4 = very often)												
1.e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignment	2.90	2.88	-0.02	-0.7%	2.97	2.92	-0.05	-1.6%	2.86	2.91	0.05	1.7%
1.u.	Had serious conversaions with students of a different race or ethnicity than your own	2.88	2.96	0.08	2.8%	2.63	2.72	0.08	3.2%	2.65	2.75	0.10	3.7%
1.v.	Had serious conversations with students who are very different from you in terms of their religious beliefts, political opinions, or personal values	2.72	2.89	0.17	6.4%	2.69	2.76	0.07	2.7%	2.73	2.80	0.07	2.5%
	Quality of Relationships												
	What best represents the quality of your relationsihps with people at your institution (1 = unfriendly to 7 = friendly)												
8.a.	Relationships with other students	5.58	5.52	-0.06	-1.1%	5.80	5.76	-0.04	-0.7%	5.77	5.78	0.01	0.2%
8.b.	Relationships with faculty members	5.42	5.45	0.04	0.7%	5.41	5.58	0.17	3.2%	5.35	5.53	0.17	3.2%

8.c.	Relationships with administrative personnel and offices	5.25	5.08	-0.17	-3.3%	4.93	5.07	0.14	2.9%	4.92	5.03	0.11	2.2%

Institutional Environment

To what extent does your institution emphasize the following? (1 = very little to 4 = very much)

10.b.	Providing the support you need to help you succeed academically	3.24	3.23	-0.01	-0.4%	3.05	3.16	0.11	3.5%	3.03	3.14	0.11	3.6%
10.c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.74	2.81	0.07	2.7%	2.69	2.78	0.09	3.2%	2.68	2.77	0.09	3.3%
10.d.	Helping you cope with your non-academic responsibilities	2.42	2.44	0.03	1.1%	2.19	2.29	0.11	4.9%	2.22	2.28	0.06	2.7%
10.e.	Providing the support you need to thrive socially	2.57	2.67	0.10	3.9%	2.56	2.62	0.07	2.7%	2.55	2.62	0.07	2.7%

Educational and Personal Growth

To what extent has this institution contributed to your personal development in the following areas? (1 = very little to 4 = very much)

11.l.	Understanding people of other racial and ethnic backgrounds	2.99	2.93	-0.07	-2.2%	2.84	2.90	0.05	1.8%	2.80	2.85	0.05	1.9%
11.n.	Developing a personal code of values and ethics	2.95	3.03	0.08	2.6%	2.91	3.01	0.10	3.3%	2.88	2.95	0.08	2.6%
11.o.	Contributing to the welfare of your community	2.80	2.86	0.06	2.2%	2.78	2.81	0.03	1.2%	2.78	2.78	0.01	0.2%
11.p.	Developing a deepened sense of spirituality	2.54	2.44	-0.11	-4.2%	2.38	2.38	0.01	0.3%	2.38	2.35	-0.03	-1.1%

Overall Satisfaction

13	How would you evaluate your entire educational experience at this institution? (1=poor, 2=fair, 3=good, 4=excellent)	3.24	3.37	0.13	4.2%	3.32	3.42	0.10	3.0%	3.31	3.41	0.10	3.1%
14	If you could start over again, would you go to the same institution you are now attending? (1-definitely no, 2=probably no, 3=probably yes, 4 = definitely yes	3.28	3.26	-0.03	-0.8%	3.37	3.44	0.07	2.1%	3.37	3.44	0.07	2.0%

F.3. Higher Education Research Institute (HERI) Diverse Learning Environment Student Survey Data for UM Students, Spring 2013. Key Questions on Campus Climate Dissected by Race and Gender.

Means

			Subpopulations									
			Male	Female		White	African-American/Black, Other		Heterosexual	Homosexual, Bisexual, Other		Transgender	Total Population (includes subpopulations)
6.	**Please indicate the extent to which you agree or disagree with the following statements:**												
									1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree				
c.	I see myself as a part of the campus community	Mean	3.02	3.11		3.08	3.08		3.13	2.65		2.60	3.08
		Num	277	531		608	200		373	40		5	808
		Significance	*						***				
d.	At least one staff member has taken an interest in my development	Mean	3.17	3.18		3.16	3.24		3.24	3.05		2.20	3.18
		Num	277	532		609	200		373	40		5	809
		Significance											
f.	I feel that I am a member of this college	Mean	3.32	3.32		3.34	3.26		3.35	2.98		2.60	3.32
		Num	277	530		608	199		374	40		5	807
		Significance				*			**				
l.	I feel a sense of belonging to this campus	Mean	3.20	3.26		3.27	3.15		3.27	2.88		2.80	3.24
		Num	277	528		607	198		374	40		5	805
		Significance				*			***				
9.	**Please indicate the extent to which you agree or disagree with the following statements. This college:**												
									1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree				
a.	Encourages students to have a public voice and share their ideas openly	Mean	3.23	3.25		3.24	3.24		3.26	3.00		2.80	3.24
		Num	231	447		510	168		374	40		5	678
		Significance							**				

b.	Has a long-standing commitment to diversity	Mean	3.01	3.06		3.05	2.99		3.09	2.73	2.40	3.04
		Num	231	447		510	168		374	40	5	678
		Significance				*			***			
c.	Accurately reflects the diversity of its student body in publications (e.g. brochures, website	Mean	3.08	3.11		3.13	3.01		3.16	2.55	2.20	3.10
		Num	231	447		510	168		374	40	5	678
		Significance				**			***			
d.	Appreciates differences in sexual orientation	Mean	2.92	2.96		2.94	2.95		2.99	2.30	2.40	2.95
		Num	231	447		510	168		374	40	5	678
		Significance	**						***			
e.	Promotes the appreciation of cultural differences	Mean	3.10	3.18		3.14	3.19		3.21	2.77	2.00	3.16
		Num	231	446		509	168		374	39	5	677
		Significance	*						***			
f.	Has campus administrators who regularly speak about the value of diversity	Mean	3.03	2.98		3.03	2.89		3.02	2.70	2.20	3.00
		Num	231	445		509	167		374	40	5	676
		Significance										
g.	Has a lot of racial tension	Mean	2.43	2.48		2.41	2.63		2.37	2.75	2.60	2.46
		Num	231	446		510	167		374	40	5	677
		Significance				***			***			
h.	Provides the financial support I need to stay enrolled	Mean	3.03	2.95		2.95	3.06		2.99	2.65	2.00	2.98
		Num	231	446		510	167		374	40	5	677
		Significance							*			

10. To what extent had you experienced the following with students from a racial/ethnic group other than your own?

1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Very Often

a.	Dined or shared a meal	Mean	3.34	3.24		3.20	3.50		3.33	3.73		2.80	3.27
		Num	220	423		483	160		374	40		5	643
		Significance				*							
b.	Had meaningful and honest discussions about racial/ethnic relations outside of class	Mean	3.10	2.92		2.94	3.13		3.00	3.55		3.60	2.98
		Num	220	422		483	159		374	40		5	642
		Significance							***				
c.	Had guarded, cautious interactions	Mean	2.46	2.30		2.30	2.52		2.37	2.48		2.60	2.36
		Num	220	422		483	159		374	40		5	642
		Significance											
d.	Shared personal feelings and problems	Mean	2.90	2.98		2.91	3.09		2.95	3.58		3.20	2.95
		Num	220	422		483	159		374	40		5	642
		Significance							**				
e.	Had tense, somewhat hostile interactions	Mean	1.94	1.75		1.76	2.00		1.76	1.98		1.40	1.82
		Num	220	423		483	160		374	40		5	643
		Significance											
f.	Had intellectual discussions outside of class	Mean	3.35	3.25		3.22	3.49		3.26	3.88		3.20	3.29
		Num	220	422		482	160		374	40		5	642
		Significance											
g.	Felt insulted or threatened because of your race/ethnicity	Mean	1.83	1.69		1.62	2.10		1.67	1.95		1.40	1.74
		Num	220	422		483	159		374	40		5	642
		Significance				***							

h.	Studied or prepared for class	Mean	3.38	3.33		3.18	3.83		3.30	3.68		2.00	3.34
		Num	220	423		483	160		374	40		5	643
		Significance				***							
i.	Socialized or partied	Mean	3.35	3.26		3.24	3.48		3.26	3.70		2.80	3.30
		Num	220	423		483	160		374	40		5	643
		Significance											

12. How often in the past year did you interact with someone:

1=Not At All, 2=Occasionally, 3=Frequently

a.	From a country other than your own	Mean	2.39	2.21		2.26	2.30		2.28	2.38		2.40	2.27
		Num	196	367		425	138		374	40		5	563
		Significance		**									
b.	From a religion different from your own	Mean	2.60	2.52		2.57	2.48		2.56	2.55		2.40	2.55
		Num	196	366		424	138		374	40		5	562
		Significance											
c.	From a socioeconomic class different from your own	Mean	2.60	2.58		2.59	2.57		2.58	2.68		2.40	2.59
		Num	196	366		424	138		374	40		5	562
		Significance											
d.	Of a sexual orientation different from your own	Mean	2.36	2.38		2.36	2.42		2.35	2.73		2.20	2.38
		Num	196	366		424	138		374	40		5	562
		Significance							***				
e.	With a disability	Mean	2.04	2.13		2.12	2.03		2.09	2.00		1.60	2.09
		Num	196	366		424	138		374	40		5	562
		Significance				*							

13. How often in the past year did you:

1=Not At All, 2=Occasionally, 3=Frequently

a.	Make an effort to get to know people from diverse backgrounds	Mean	2.34	2.33		2.29	2.47		2.33	2.45		2.20	2.33
		Num	187	353		411	129		374	40		5	540
		Significance				***			*				
c.	Feel challenged to think more broadly about an issue	Mean	2.49	2.48		2.48	2.50		2.47	2.50		1.80	2.48
		Num	186	352		411	127		374	40		5	538
		Significance											
e.	Challenge others on issues of discrimination	Mean	2.20	2.07		2.13	2.07		2.05	2.35		2.00	2.11
		Num	186	352		411	127		374	40		5	538
		Significance							*				
g.	Recognize the biases that affect your own thinking	Mean	2.44	2.41		2.42	2.42		2.40	2.50		2.00	2.42
		Num	186	352		411	127		374	40		5	538
		Significance											
i.	Critically evaluated your own position on an issue	Mean	2.49	2.41		2.42	2.49		2.43	2.50		2.00	2.44
		Num	186	352		411	127		374	40		5	538
		Significance											
j.	Discuss issues related to sexism, gender differences, or gender equity	Mean	2.16	2.18		2.18	2.15		2.13	2.38		2.00	2.17
		Num	186	352		411	127		374	40		5	538
		Significance							*				

14. Have you personally experienced the following forms of bias/harassment/discrimination while at this college:

1=No, 2=Yes

a.	Ability/disability status	Mean	1.07	1.07		1.06	1.11		1.06	1.10		1.20	1.07
		Num	183	346		405	124		374	40		5	529
		Significance				*							
c.	Citizenship status	Mean	1.06	1.05		1.04	1.10		1.05	1.10		1.20	1.05
		Num	183	346		405	124		374	40		5	529
		Significance				**							
d.	Political beliefs	Mean	1.27	1.26		1.25	1.31		1.26	1.40		1.40	1.27
		Num	183	346		405	124		374	40		5	529
		Significance											
e.	Race/ethnicity	Mean	1.20	1.21		1.15	1.36		1.18	1.28		1.00	1.20
		Num	183	346		405	124		374	40		5	529
		Significance				***							
f.	Religious/spiritual beliefs	Mean	1.25	1.17		1.19	1.23		1.19	1.28		1.20	1.20
		Num	183	346		405	124		374	40		5	529
		Significance	*										
g.	Sex	Mean	1.11	1.16		1.14	1.17		1.13	1.25		1.40	1.15
		Num	183	346		405	124		374	40		5	529
		Significance							*				
h.	Sexual orientation	Mean	1.14	1.07		1.08	1.12		1.05	1.43		1.20	1.09
		Num	183	345		405	123		374	40		5	528
		Significance	**						***				

i.	Socioeconomic status	Mean	1.16	1.22		1.20	1.20		1.18	1.25		1.40	1.20
		Num	183	346		405	124		374	40		5	529
		Significance											

15. Please indicate how often at this college you have:

1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Very Often

a.	Witnessed discrimination	Mean	2.43	2.24		2.30	2.33		2.22	2.70		2.80	2.30
		Num	181	339		399	121		374	40		5	520
		Significance							**				
b.	Reported an incident of discrimination to a campus authority	Mean	1.48	1.23		1.30	1.38		1.27	1.45		1.60	1.32
		Num	181	339		399	121		374	40		5	520
		Significance	**						na				
	Heard insensitive or disparaging racial remarks from:												
e.	Students	Mean	2.66	2.63		2.67	2.53		2.56	3.25		2.60	2.64
		Num	181	339		399	121		374	40		5	520
		Significance											
f.	Faculty	Mean	1.38	1.36		1.38	1.33		1.34	1.68		1.80	1.37
		Num	180	339		399	120		374	40		5	519
		Significance							**				
g.	Staff	Mean	1.40	1.32		1.36	1.31		1.33	1.65		1.80	1.35
		Num	181	339		399	121		374	40		5	520
		Significance							*				

16. Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination while at this college:

1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Very Often

a.	Verbal comments	Mean	2.21	2.00		2.05	2.14		2.00	2.58		2.20	2.07
		Num	174	331		390	115		374	40		5	505
		Significance											

b.	Written comments (e.g., emails, texts, writing on walls)	Mean	1.74	1.47		1.58	1.51		1.54	1.85		2.20	1.56
		Num	174	331		390	115		374	40		5	505
		Significance	*										
c.	Exclusion (e.g., from gatherings, events)	Mean	1.87	1.70		1.74	1.83		1.72	2.20		2.60	1.76
		Num	174	331		390	115		374	40		5	505
		Significance							**				
d.	Offensive visual images or items	Mean	1.66	1.37		1.42	1.65		1.43	1.88		2.20	1.47
		Num	174	331		390	115		374	40		5	505
		Significance	**										
e.	Threats of physical violence	Mean	1.44	1.20		1.28	1.29		1.27	1.58		1.80	1.28
		Num	174	331		390	115		374	40		5	505
		Significance	**						na				
f.	Physical assaults or injuries	Mean	1.33	1.19		1.24	1.23		1.23	1.40		1.60	1.24
		Num	174	331		390	115		374	40		5	505
		Significance							na				
g.	Anonymous phone calls	Mean	1.32	1.23		1.26	1.26		1.25	1.45		1.40	1.26
		Num	174	331		390	115		374	40		5	505
		Significance							na				
h.	Damage to personal property	Mean	1.39	1.29		1.32	1.34		1.34	1.43		1.40	1.32
		Num	174	331		390	115		374	40		5	505
		Significance											