

Progress in Diversity at Miami University
Review Period: 2001-02

A Report by the Subcommittee for Evaluation of University Progress in
Reaching Objectives in the University Diversity Plan
of the
University Multicultural Council

Reed Anderson
J. K. Bhattacharjee
Elizabeth Bornhorst
Verna Coleman
Robert DiDonato, co-chair
Linda Dixon
Raquel Dowdy-Cornute
Jeannie Brown Leonard
Judith Sessions, co-chair

January 7, 2003

Progress in Diversity at Miami University

In its report for 2000-01 entitled Progress in Diversity at Miami University, the Evaluation Subcommittee of the University Multicultural Council was pleased to state that considerable progress had been made toward meeting diversity goals. At the same time, however, it cautioned that there was still a long way to go to achieve the kind of success desired by the university.

As we believe will become clear from this report, 2001-02 saw continued significant progress toward meeting diversity goals. We have undertaken many initiatives to promote the acceptance of diverse cultures at Miami through such varied avenues as the curriculum, co-curricular programs, and an increased emphasis on recruiting and retaining minority faculty, students and staff. Despite that progress, however, the university's commitment to and emphasis on diversity issues has resulted in a kind of diversity "backlash." Just as people have experienced "information clutter" in this electronic age, having become so saturated by pager, cell phone, and e-mail messages, as well as radio, television and junk mail advertisements that they "tune out" and lose the ability to absorb further information, a similar phenomenon of diversity "clutter" and filtering is establishing itself on campus with regard to multicultural efforts. It is becoming commonplace to hear some students and faculty dismiss diversity-related initiatives as "political correctness." Many more surely share this attitude and simply do not voice their opinions openly. However, statistics reported in the Executive Summary of *Themes Identified in the Miami University Climate Summary 2002* indicate that the diversity picture on campus still leaves a lot to be desired. Diversity is a building block of education and we must do a better job of communicating that important reality to our students, staff, and faculty. We need to re-frame our conversation about diversity to remove it from the "clutter" and place it as part of the very fabric of education.

This spring, the U.S. Supreme Court is hearing arguments in two cases challenging the University of Michigan's race-conscious admissions policies. We must be aware that our students, faculty and staff will hold a wide variety of opinions on whatever ruling the Court passes down this summer, and we need to be prepared to foster an atmosphere of respectful and civil debate on the issues and principles that are at stake. We should also be aware that this national discussion will likely prompt Miami to explain publicly its own admissions policies with regard to fostering a diverse student body, and such a discussion is likely to affect comfort levels and perceptions of all students, especially our continuing and new students of color.

Climate

While there is still much to be done, there is also an abundance of efforts at Miami to create a climate where people of all backgrounds will be welcomed and included in the University community. University-wide events enable all members of the community to learn from people from a variety of backgrounds. Prominent examples include lectures or performances such as:

- The Wayne Embry Lecture Series, sponsored by Intercollegiate Athletics in honor of the well-known African-American alumnus.
- Scott Malcomson: "One Drop of Blood: The American Misadventure of Race"
- John Steinmetz, "Music and Peacemaking"
- Lani Guinier, "The Miner's Canary"
- Joanne Shennandoah, "A Native American Musical Performance"

Representative events which have highlighted a diverse body of cultures include:

- Sor Juana Innes de la Cruz Celebration
- World Percussion Night
- Global Rhythms Performance
- Mosaic Youth Theater
- The annual Women of Color Celebration sponsored by the Women's Center.
- Women's Studies and Black World Studies' Race and Gender Symposium, "Gender,

- Programming sponsored throughout the year by Spectrum, Miami University's Gay Lesbian Bisexual Alliance.
- WMUB's addition of three programs, *AfroPop Worldwide*, and *Putumayo World Music Hour*, which offer eight hours of programming which serves minority populations and which broadens the perspectives of listeners from other cultures.
- The African-American Read-in, featuring Rev. Fred Shuttlesworth.
- The Myaamia Project for Language Revitalization and American Indian Cultural Awareness enrichment program established in summer 2001 with tribal member Daryl Baldwin as director. ("Myaamia" is the Miami word for "Miami").

The Center for American and World Cultures is central to the promotion of multicultural programming at Miami University. The successful search for a full-time Director of the Center promises additional opportunities for promoting exhibits, lectures, co-curricular activities, and classes relating to issues of diversity. The University celebrated events on all three campuses from January-April in celebration of Black History. Martin Luther King Jr. Day included events held over the course of a week and featured a march from Oxford's uptown parks to the Freedom Summer Memorial located on the Western campus. In addition, annual campus celebrations are held for Kwanzaa and occasions with significance to other cultures such as India's Diwali.

Still another way to promote diversity has been Mosaic, an original program offered as one of the Office of Residence Life's living/learning communities. The program, begun in 1997-98, involves freshmen volunteers who live in the same residence hall and who meet with faculty members in small groups for two hours each week to explore topics such as race, religion, class, sexual orientation - issues that are often uncomfortable to discuss. Students also have an

opportunity to learn about diversity-related issues through programming offered in every first-year residence hall.

To encourage faculty and staff to participate actively in fostering an inclusive, welcoming environment, many departments provide or encourage participation in educational opportunities for employees. Examples of participation are numerous:

- Dr. Edgar Beckham, Program Officer at the American Association of Colleges and Universities met with administrators of 14 University offices and conducted a half-day workshop with President Garland and members of the President's Executive Council.
- Staff members from Intercollegiate Athletics recently participated in the National Collegiate Athletic Association (NCAA) Diversity Training Program and in the NCAA Leadership Institute for Ethnic Minority Males.
- The Women's Center included programming outreach efforts to classified employees as part of their action plan.
- Staff from the Registrar's Office attended workshops to improve their multicultural skills and increase cultural sensitivity.
- One-hundred management and administrative staff in Finance and Business Services were involved in a one-day workshop on behavioral styles presented by the Effectiveness Institute.
- More than 70% of faculty and staff in the School of Business Administration participated in workshop experiences that support diversity.
- The PHS program sponsored a certificate program in Human Resource Management to provide diversity education and training.
- The Diversity Peer Educators, a group of undergraduate students trained, selected, and supervised by the Student Counseling Service, provided 23 outreach sessions to a total of 348 students focusing on the experiences of minority students on campus to help students explore their own multicultural composition.

Students could also avail themselves of opportunities to broaden their knowledge of diverse cultures through such opportunities as:

- The Etheridge Center for Reflective Leadership's annual delegations to two national conferences -- the National Hispanic Leadership Conference and the National Black Student Leadership Conference.
- LeaderShape, a program for students of all backgrounds which provides a curriculum designed to create hospitable environments for all people.
- Empower, a program sponsored by the Office of Service Learning and Civic Leadership, which provides an opportunity for students to examine and address various social justice issues, such as gender, domestic violence, diversity, youth education, and poverty.

Travel opportunities also provided occasions for both students and faculty to grow in their knowledge of diverse cultures:

- The Outdoor Pursuit Center conducted adventure trips for students to Mexico and New Zealand.
- The Student Affairs Division coordinated annual programming with the Miami Tribe.
- Faculty and staff from the School of Education and Allied Professions traveled to meet with the Miami Tribe of Oklahoma to generate opportunities for our students and faculty to partner with the tribe in their endeavors.
- Orientation staff traveled to Oklahoma for the annual Miami Tribe Powwow. Several faculty, staff and students attended the Tribe's annual stomp dance in January 2002.
- Summer workshops and travel/study opportunities including trips to Costa Rica, Kenya, Ghana, Nepal, France, Germany, Italy, Russia, and The Czech Republic.

Copies of a hate crime resource guide created in Spring 2001 were widely circulated on campus. The document is also available at www.muohio.edu/nohate. This web site was established to educate the community about hate crimes, in general, as well as to provide information about the university's response to any local incident.

Miami also established a permanent reward system to help in the apprehension of individuals who perpetrate hate crimes. In addition, the university has adopted a new system of notifying the campus community of crimes that may present a threat to individuals or groups. The notification system ranges from posting campus-wide crime alerts to establishing a bulletin board at the Shriver Center to creating an e-mail notification system for deans, directors and heads of offices.

Despite these activities, room for further progress still exists. The Executive Summary of *Themes Identified in the Miami University Climate Summary 2002* notes that 15% of Miami community members report being discriminated against at least occasionally. Moreover, members of minority groups are significantly less likely to report that they feel a sense of belonging at Miami: when compared to over 75% of all undergraduates, only 15% of gay, lesbian and trans-gendered students and slightly less than half of non-white women report feeling a sense of belonging at Miami. In addition, interaction between members of different races has not increased and a significant percentage of minority students still think that white students receive more support and encouragement from faculty than do minority students.

Curriculum

Efforts to promote diversity can be found in many areas of the curriculum, from Finance to Classics, and in service learning courses such as the department of Architecture and Interior Design's program to design/build a studio in Cincinnati's Over-the-Rhine community. Several exciting efforts to provide additional opportunities for students to explore issues of diversity can be seen on the horizon.

The recent approval of the U.S. Cultures requirement in the Miami Plan is significant because courses meeting this requirement introduce students to the breadth and depth of cultures within the United States. Examples of courses which have been approved are:

- ATH 185 Cultural Diversity in the United States
- COM 206 Diversity and Culture in American Film
- ENG 202 Varieties of American English
- ENG 248 Asian-American Literature
- GEO 201 Geography of Urban Diversity
- GER 251 The German-American Experience
- POL 142 American Politics and Diversity
- SOC 141 The Changing Dynamics of US Culture: Multiculturalism in the U.S.
- SPA 211 Deaf Culture and Community
- WMS 201 Introduction to Women's Studies

OAST's Office of Continuing Education established a U.S. Cultures Course Development Faculty Learning Community in November 2002 to help support development of courses for this requirement.

In addition to having an understanding of diverse viewpoints and cultures, students need to feel comfortable communicating with members of these cultures as well as with groups and individuals who hold a wide variety of viewpoints. During the 2002/2003 academic year, the University Senate will discuss a "Communicating Across Difference" curriculum option. Existing courses which could be included in this curriculum option include:

- IDS 151 Mosaic Program
- IDS 153 American and World Cultures Seminar
- Extended study/service learning add-ons to Miami Plan courses
- Seminars offered by the Division of Student Affairs
- Courses developed or submitted for inclusion by faculty in existing departments and programs.

The Multicultural Council Curriculum Subcommittee also hopes to introduce two new Miami Plan Thematic Sequences:

- Native American Studies
- Gay Studies

The Council of Academic Deans (COAD) has also encouraged departments to:

- Integrate multicultural issues and ideas in their curricula.

- Promote and fully participate in developing courses for the new U.S. Cultures requirement for the Miami Plan.
- Include multicultural objectives, issues and language in the Statement of Good Teaching Practices.
- Reward faculty and staff for curriculum work which promotes multicultural issues in the classroom or learning environment.

The University is clearly taking measures to provide opportunities for students to learn about issues of diversity and see them as educational resources. However, providing opportunities to learn does not necessarily mean that students benefit from them. The Executive Summary of *Themes Identified in the Miami University Climate Survey 2002* notes that “a majority of undergraduates believe that Miami is placing too much emphasis on diversity.” To successfully promote diversity through the curriculum, we as a University must articulate these opportunities as valuable and enriching and integral to the fabric of the educational mission of the University and for life in today’s society.

Recruitment and Retention of Students

Minority presence among entering students reached 9.6% by Fall 2002, with 8% of the total student body being comprised of racial minorities. These figures indicate that Miami is close to reaching its goal of having by 2003 a student body in which 10% of the students are from racial minorities. The University’s continuing efforts to boost minority enrollment include:

- Cooperating with Procter & Gamble to offer "Business Week," a Multicultural Leadership Program that introduces African-American high school students to business careers.
- The Office of Alumni Relations has re-organized and re-energized the Black Alumni Advisory Committee to identify new ways to provide outreach.
- Promoting Miami via the outreach efforts of the Black Alumni Coordinating Committee (BACC), including receptions, scholarship donations, assistance at college fairs and mentorship programs, and hiring an excellent candidate for an Associate Director of Alumni Relations to work with the BACC and the Multicultural Recruitment Program.
- Connecting to prospective minority students through the Alumni Admission Recruiting Network.
- Customizing the recruitment of graduate students of color by participating in 25 recruitment forums in 15 states and Puerto Rico.
- Increasing diversity scholarships from \$1.66 million in 1995/96 to \$4.1 million in 2000/2001.
- Holding “Exploring Miami Preview Day,” an event for incoming minority students.
- Establishing partnerships to recruit graduate students from the University of Maryland-Eastern Shore, Florida A&M University, and Tennessee State University.

- Working with the Cincinnati Academy of Math and Sciences (an inner-city Cincinnati high school) to promote science careers. Since the partnership was created in 1988, 120 students have participated.
- Inviting students and teachers from predominantly minority high schools in urban areas to participate in Miami-funded visitation trips.
- Purchasing the Sequitur software package, which will aid the University in recruiting target markets, including minority communities.
- Welcoming minority undergraduate students and their parents for the Pre-First-Year-Institute, which introduces students to the campus and to the support services. In fall 2001, 150 students and 400 family members participated. A Pre-FYI Success Guide is distributed with information about campus resources.
- Formation of a pilot bridge program with students of color at Hamilton High School by the College of Arts and Sciences.
- Summer programs such as ESTEEM (Minorities in Math, Science and Engineering for 30 middle school students), the Minority Professional Leadership Program, CAMAS (a Howard Hughes intern program for high school students from Cincinnati Public Schools), and the Summer Undergraduate Mathematical Science Research Institute for minority undergraduate students, supported by National Science Foundation and National Security Agency grants.
- Student Affairs' decision to change the Diversity Coordinator's title to the Director of Divisional Diversity Initiatives to demonstrate the focused emphasis on diversity within their division.

Efforts to create an inclusive climate include plans to accommodate the needs of minority and/or international students once they arrive on campus. These include:

- Extended hours for dining halls, and the Shriver Center.
- Increased support for the After Dark program, attended by more than 100 minority students weekly.
- Latin dance classes sponsored by the Aerobics program that were attended by over 200 students.
- An international student orientation hosted by the University Libraries. An academic advising/orientation is also held for international students.

Opportunities for minority students to network are too numerous to fully list, but include activities by a range of organizations from Alpha Kappa Alpha, a multicultural sorority celebrating its 25th anniversary at Miami, to STARS (Student Achievement in Research and Scholarship), an association of minority graduate students. In addition, the Center for Black Culture and Learning provides a place for multicultural students to socialize, gather and conduct programs in their newly-renovated facilities in Warfield Hall, and Student Affairs actively encourages Miami and Western Alumni to form mentoring relationships with current multicultural

students. Many faculty members also serve the important mentor role for our students of color in formal and informal ways.

Academic support is also available for multicultural students, with more than 43% of the students who use the Student Enrichment Program being multicultural, as are 27% of students served by the Learning Assistance Center.

Future efforts to encourage minority enrollment and retention that have been voiced by the Enrollment Planning Steering Committee include:

- Partnerships with student organizations which encourage annual presentations about Miami by students of color at their former high school.
- Targeted inclusion of students of color during open house recruitment activities.

Indicators of progress towards the goal of cultivating a diverse and diversity-friendly student body include:

- An 80% increase in the enrollment rate for racial minorities from 1990 to 2001.
- An 88% retention rate of minority students returning for their sophomore year (compared to a national average of 77% and an average among selective institutions of 78%).
- A graduation rate of 56% for African-American students—the highest of any public university in Ohio (rates at other institutions range from 15% to 51%).
- Miami's 10th place national ranking for the number of students who study abroad.
- The presence of close to 400 undergraduate and graduate international students representing 72 countries who enroll at Miami annually.
- The enrollment of 11 Miami Tribe members as undergraduates in 2001-02.
- The 33% minority makeup of student employees in the Career Placement and Planning Office.
- A multicultural enrollment rate of 9.5% in the University Honors Program—which is consistent with the minority makeup of the University's student body as a whole.
- MUDEC's success in attracting 11 minority students, the greatest number of multicultural students to date, as well as numerous international students with proficiency in another language.

While we celebrate the many achievements toward creating and nurturing a diverse student body, our work as a University is still far from complete. While retention and graduation rates for members of minority populations are higher than at many other universities, they lag significantly behind non-minority groups. In his retirement announcement from serving as the Director of the Multicultural Leadership Program, Bob Hart noted that the University has significantly increased numbers of Asian-American students, but struggled to attain only gradual changes in the total number of

African-American students. All members of the Miami University community must work together to ensure that all people, regardless of race, background, appearance, culture, or sexual orientation, enroll at Miami and complete their education here because they feel sufficiently welcomed, included, and valued.

Recruitment and Retention of Faculty/Staff

To successfully create a diverse campus, Miami University has actively sought to increase the employment of minorities to 10%, and we aspire to fill 10-12% of full-time classified and unclassified positions with minorities. The University is working to achieve these goals by:

- Expanding local job searches to include minority-oriented media (*Cincinnati Herald*, *Black Issues in Higher Education*, the *Hispanic Outlook*), and media in urban areas with a higher concentration of minority populations (*Cincinnati Post*, *Middletown Herald*, *Dayton Weekly News*).
- Utilizing a network of 135 community contacts in churches, civic groups, social agencies, and government agencies developed by the Personnel Office to increase Miami's ability to reach minority applicants.
- Housing, Dining, and Guest Services' leadership role in creating and managing a child care center.
- Partnerships with local schools, including School-to-Work, Career Based Initiative Programs (formerly known as O.W.A. and O.W.E.), and Developmentally Disabled programs at Talawanda High School and the D. Russell Lee Joint Vocational School in Hamilton.
- The creation of the *Oxford and Beyond* web site by News and Public Information (NPIO) to entice potential job applicants to the Oxford area.
- Audits of mentoring programs currently in use for minority faculty and staff and plans to develop comprehensive support in this area.

Efforts to retain existing minority staff include the formation of a Women's Leadership Initiative Committee by the division of Academic Affairs to foster the success of women already in leadership positions at Miami, as well as those who wish to become leaders.

The office of Equity and Equal Opportunity continues to assist hiring units with their recruitment efforts. These efforts have helped the University to achieve representation of minorities on the faculty in the numbers to which we had aspired:

- For the 2001-2002 fiscal year, of the 44 tenure-track faculty hired, 48.63% were racial minorities and 40.09% were women.
- On the Oxford campus, the number of minority faculty members has increased from 61 (9.0%) in 1996 to 89 (10.09%) out of a total faculty of 812, including 37 African-Americans (4.5%) as of Fall 2001.
- Minorities made up 24 percent (10 out of 41) of tenured or tenure-track faculty who joined the university in Fall 2001.

- In addition, about 86 visiting international professors, researchers and specialists representing 32 countries visit Miami annually.

Examples of minority staffing progress include:

- Minorities hold 9% of full or part time positions in the Department of Safety.
- Finance and Business Services Division's net increase of seven positions held by minorities.
- The College of Arts and Sciences' hiring of 16 new faculty, of whom 38% were women and 44% were people of color.
- The School of Business Administration's pool of 7 new tenure track faculty members in Fall 2001, which included three females and one ethnic/racial minority.
- The School of Fine Art's make-up of 27% minority faculty members.
- The School of Engineering and Applied Sciences' recruitment of minority or female candidates for six available positions in Fall 2002.
- A 3.8% increase in minority employees in the Physical Facilities Department.
- The addition of five new full-time multicultural staff members in residence life, including 1 Hispanic female, 1 Haitian-American male, 1 African American male, and 1 African-American female.
- Recruitment of four minority women, three in unclassified positions and one classified position, that report directly to the vice president in the University Advancement Division. Two of four minority members were recently promoted to director level positions, and one African-American male was recently hired for a director level position.

Although Miami University now includes 10% minority faculty, additional efforts are needed. The percentage of African-American faculty is significantly lower than the percentage of African-Americans in the United States' population, and must increase in order to attract and nurture African-American students. Moreover, complacency can lead to decreases in the numbers Miami University has worked so hard to achieve, or can result in minority faculty members who do not feel wholly welcomed or included at Miami. The Executive Summary of *Themes Identified in the Miami University Climate Survey 2002* provides reasons for making continuing efforts to welcome and include faculty members who belong to minority groups, noting that 18% of faculty responding to the survey report that they have been harassed at least "occasionally."

Assessment

Failure to continuously monitor the indicators of diversity and inclusiveness within the University could result in reversals of progress made to date. Miami must assess information currently available and develop new and improved mechanisms for gathering, analyzing, and publicizing information.

Recent assessment activities include:

- The follow-up to the 1996 Campus Climate Survey, conducted in 2002 by Eric Dey from the University of Michigan, which has furnished some data used in this report.
- Multicultural Student Enrichment's survey of approximately 350 multicultural students to assess their ideas and concerns about university services. Additional meetings will be conducted to coordinate and assess the level of support available, and follow-up surveys are planned for 2nd and 3rd year multicultural students.

In addition, The Evaluation Subcommittee of the University Multicultural Council met with Raquel Dowdy-Cornute, Equity & Equal Opportunity Officer, and David Stonehill, Senior Associate for Executive Initiatives, to discuss what kinds of statistical data should be gathered by Miami University, and what kinds of longitudinal data would be needed to best interpret and analyze diversity-related trends.

Models for the kinds of information gathered and the techniques used to gather and interpret this information may be readily at hand. In keeping with our interest in benchmarking against other institutions, Miami University needs to observe techniques used at other universities to monitor the presence of diversity within their academic community and to compare progress toward creating a diverse community with achievements at peer institutions.

Attracting and retaining members of minority groups is only one part of promoting diversity on campus—it is equally important to monitor indicators of a tolerant and welcoming environment for minorities from all segments of the Miami University community. Plans to collect this kind of information are numerous and include:

- Efforts by the Recruitment and Retention of Students of Color working group to survey units on campus to determine the extent to which various groups are involved with recruiting students of color.
- Efforts by the Climate Subcommittee of the University Multicultural Council to develop quantifiable measures for assessing progress in these areas.

To facilitate reporting on the University's progress towards a welcoming and inclusive environment for all minorities, the Evaluation Subcommittee has also recommended that all subcommittees of the University Multicultural Council submit yearly reports.

Recommendations of the Multicultural Council:

The University Multicultural Council developed a set of recommended University goals for Diversity with accompanying “dashboard indicators”:

1) Provide opportunities for all members of the Miami community to engage in reflective conversations about diversity (particularly race, ethnicity, religion, gender, sexual orientation, class, and physical ability). Indicators include:

- Number of students, faculty and staff who report that at Miami they have engaged in substantive, planned discussions or activities either in or outside the classroom that addressed issues of diversity.
- Number of students who report that they have attended a Miami event that reflects cultural traditions not part of their own culture (e.g., Diwali, Asian Fest, Kwanzaa, Step Show, Seder Dinner).
- Number of faculty and staff who participated in the past year in workshops or educational programs that address issues of difference.

2) Vigorously recruit Miami students, faculty and staff who bring diversity to this community. Indicators include:

- Number and percentage of Euro-American, African-American, Asian-American, Hispanic, and Native American students in the first year class and rates of retention of those students.
- Number and percentage of women and persons of color in the pool of persons hired for full-time academic positions and rates of retention of those faculty members.
- Number and percentage of women and persons of color in the pool of persons hired for non-faculty staff positions and the retention of those staff members.

3) Develop a campus climate that insures that all members of the community report that this is “their university.” Indicators include:

- Percentages of women, persons of color, and gay and lesbian students (compared to all Euro-American students) who agree with the statement, “I see myself as a part of the
- Percentages of persons of color and Euro-American students who agree with the statement, “Students are treated fairly here regardless of their racial/ethnic
- Percentages of women, persons of color, and gay and lesbian students who would recommend that their family members or friends attend or work at Miami.

Recommendations from the Subcommittee

After two years spent monitoring the progress of the University’s Diversity Initiatives, the subcommittee concludes the following:

1. The University could benefit from a more centralized effort to coordinate the rich smorgasbord of diversity programming and activities that have characterized Miami’s efforts to this point, as well as to coordinate efforts between and among departments and offices that are specifically charged to serve multicultural students. Consequently, we recommend that the Provost and

the Vice-President for Student Affairs strongly consider creating either a new position to coordinate University-wide diversity efforts or assigning this important responsibility to an existing administrative position.

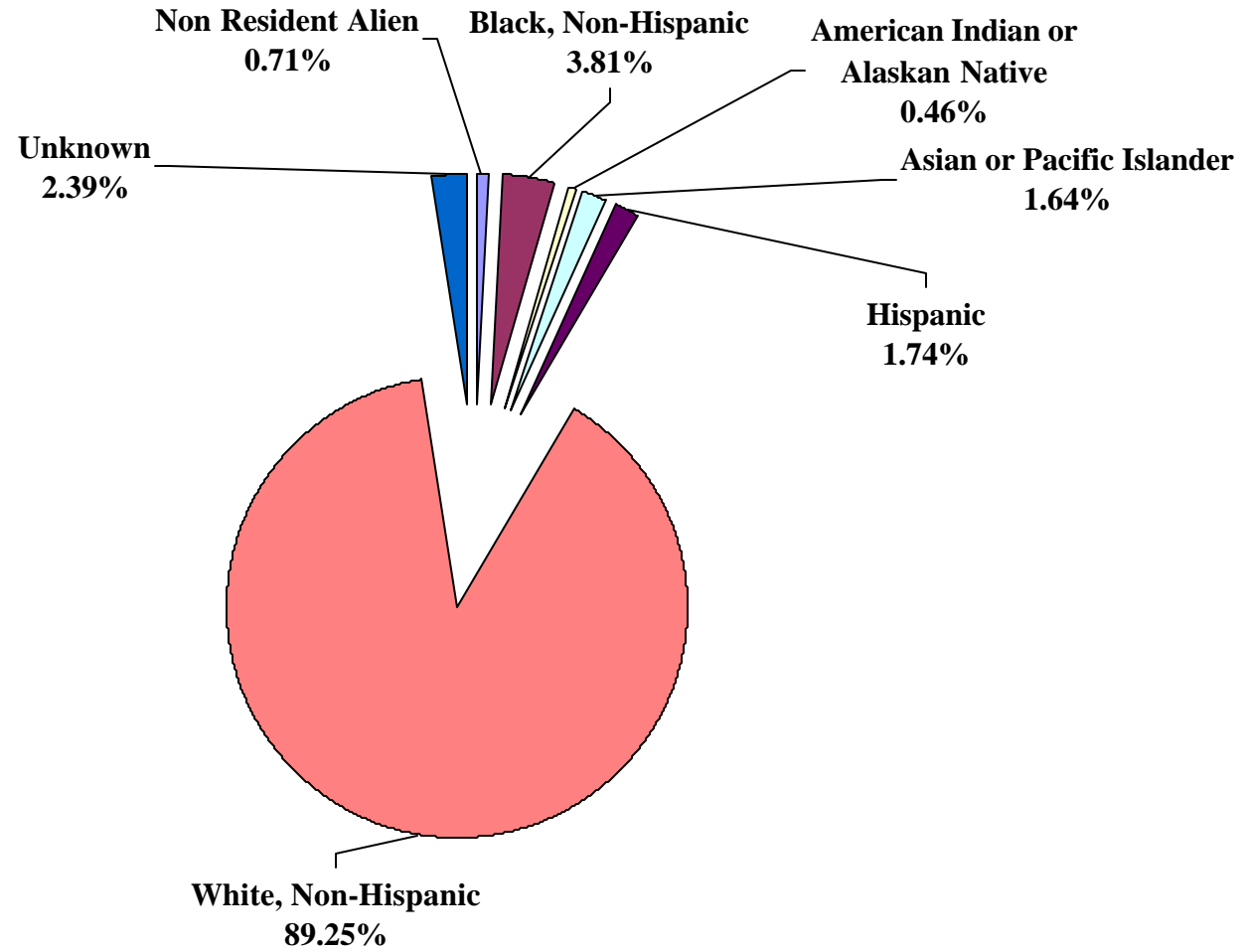
2. The Multicultural Council and appropriate administrative offices should spend time distributing and analyzing the Climate Survey, 2001, and ensuring that positive actions are taken to meet deficiencies noted.
3. There is a need to expand the office of institutional research by widening its charge and increasing its staff. At present, no central location on campus exists that banks data or generates reports in a consistent or systematic way.
4. The university needs to find more effective ways to measure diversity/inclusion outcomes such as attitudinal changes.

Conclusion

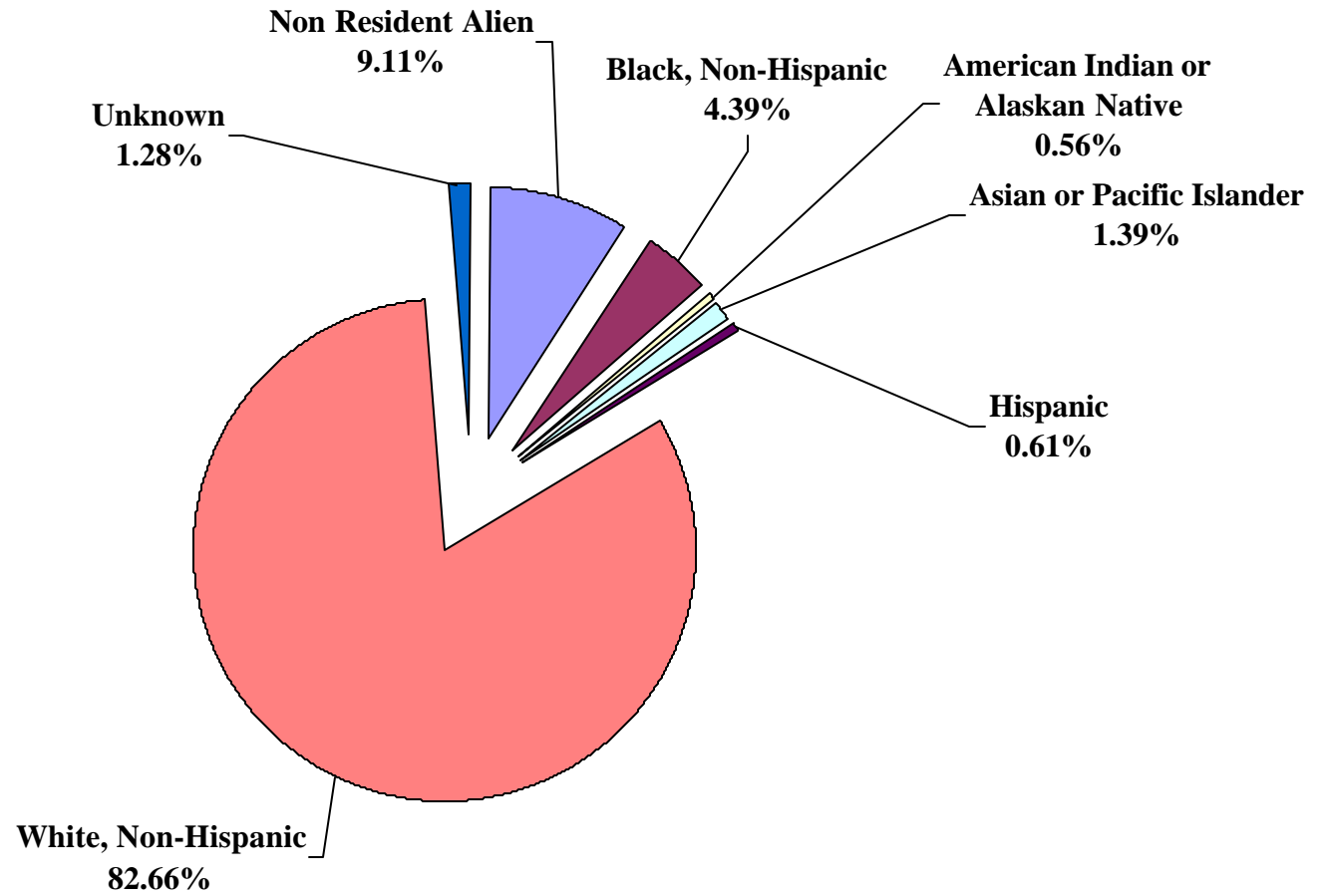
Much of this report is a cause for celebration. Miami's efforts to create a welcoming environment have resulted in many successes, including increases in minority presence and awareness of other cultures. However, we at Miami cannot allow ourselves to become complacent. Despite our progress, we have still not fully achieved our goals for attracting members of minority groups in numbers proportionate to their presence in the population at large, and retention rates for these groups lag behind those of non-minority groups. Many efforts to attract and include members of all populations are now underway. However, minorities are less likely to feel a sense of belonging and over 35% of minority faculty and over 25% of minority students responding to the *2002 Campus Climate Survey* report experiencing discrimination at least "occasionally." Although the time and money committed to promoting diversity at Miami indicates a fervent desire to create an institution which actively welcomes people from all kinds of backgrounds, the outcomes of these efforts still leave much to be desired. The consequences of failing to achieve our goals could be significant. Our climate survey indicates that a challenging task ahead is to foster mutual respect and embrace the richness of diversity and shared values, as well as a sense of common bonding with all members of the university community for years to come.

Diversity exists as part of the fabric of the education we offer at Miami University; while we may see these efforts separately, strength comes only in the interweaving of the weft and the warp to produce the beauty of the whole cloth.

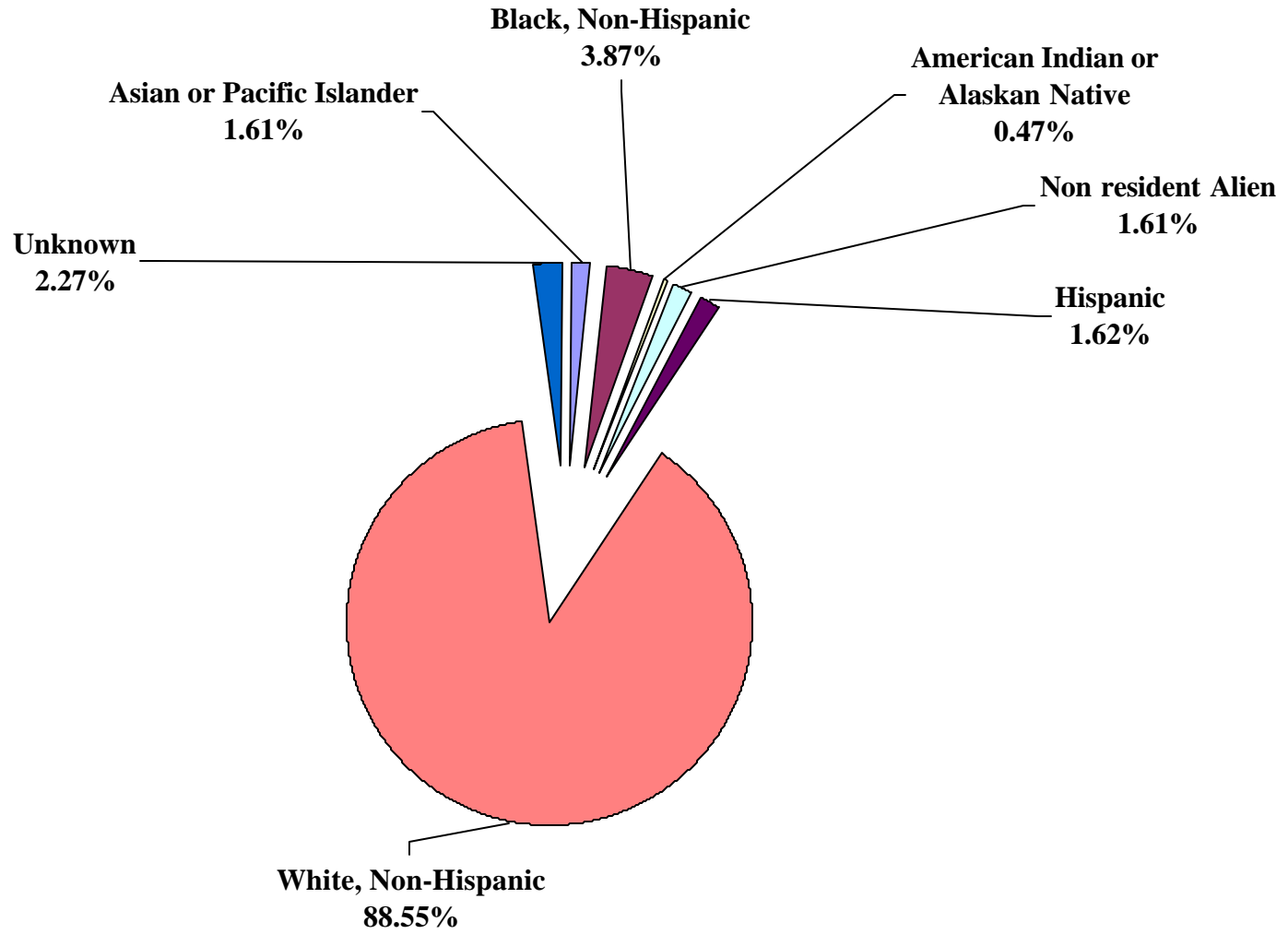
Fall 2001 Enrollment in Oxford: Undergraduates



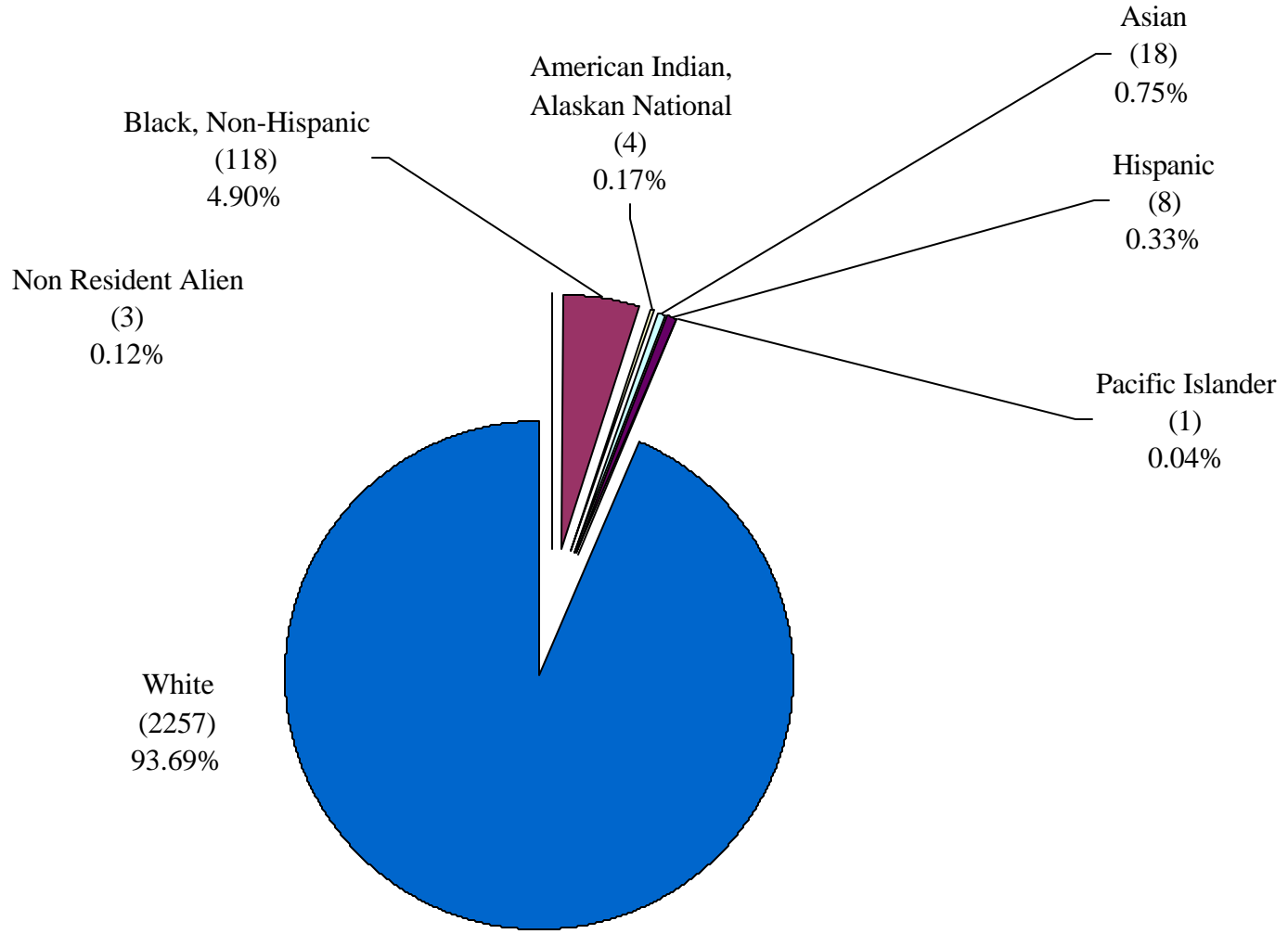
Fall 2001 Enrollment in Oxford: Graduate



Fall 2001 Enrollment in Oxford: Undergraduates and Graduates



Full Time and Part Time Classified and Unclassified Staff: Miami University 2002



Full Time and Part Time Faculty: Miami University 2002

