

Interoffice

MEMORANDUM

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DATE: April 3, 2014

TO: Members of the Diversity Council

FROM: Antonio Moreira, Ph.D. 
Vice Provost for Academic Affairs

SUBJECT: 2014 Cultural Diversity Report

I attach the 2014 UMBC Progress Report on Institutional Programs of Cultural Diversity just submitted to USM. I wish to thank all those who provided information for the report and Beth Wells for doing a terrific job at assembling all materials into a superb report.

Best regards.

AM:slm

Attachment

Cc: Beth Wells

**UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**



APRIL 2, 2014

I. The UMBC Diversity Plan and Progress

Throughout 2013, UMBC has taken steps to continue deepening its commitment to diversity as one of its core principles guiding the recruitment and retention of faculty, staff, and students. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC has achieved national recognition as a model campus for its diversity initiatives, including The Meyerhoff Scholarship Program, the UMBC ADVANCE program, the PROMISE Alliance, the Center for Women in Technology, the MARC U *STAR scholars program, and the ACTiVATE Entrepreneurship program. These programs and others reflect the substantive commitment to diversity that UMBC continues to fulfill. UMBC is well-known for its recruitment and support of a diverse staff, and is celebrating its fourth consecutive year of recognition in the Chronicle of Higher Education's annual Great Colleges to Work For Survey, which recognized UMBC for diversity in 2013. Four overarching goals constitute the organizing framework for UMBC's diversity programs:

- A. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community**
- B. To provide conditions for personal success**
- C. To provide a culture of safety, inclusion, and respect**
- D. To encourage and support individual development and advancement**

The UMBC Diversity Plan dated March 4, 2009 advanced specific recommendations related to the Diversity Council; increasing support for transfer students to address the achievement gap; increasing the diversity of faculty and staff; and supporting the success of faculty and staff recruited to UMBC under the various diversity initiatives. Plans are underway for a diversity resources webpage. Progress on other goals in the plan is reported in the sections below.

II. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Recruitment and Support of a Diverse Undergraduate Student Body

A. Programs that support student diversity and success

1. Funding from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS) for the Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program at UMBC has been renewed through May 2015. This grant will provide financial support, academic advising and professional development to 41 undergraduate junior and senior underrepresented minorities (URM) this year. A competing continuation proposal is planned for submission in May 2014. The program's focus is to support students underrepresented in the fields of biomedical or behavioral sciences, or mathematics, who seek to earn a Ph.D. and pursue a research career. Since the program's beginning in 1997, a total of 332 students have been selected as MARC Trainees, 97% of whom have graduated with STEM Bachelor's degrees, or are still UMBC undergraduates. Trainees typically enroll in a Ph.D. program upon graduation with a B.S. in a biomedical discipline. 93% of MARC Trainees have entered post-graduate education. More specifically, 70% of MARC alumni entered either a Ph.D. or a combined M.D. /Ph.D. program. To date 67 program alumni have earned a Ph.D. in a field of biomedical science; this includes 14 who have earned an M.D. /Ph.D.

2. The Center for Women in Technology (CWIT) in the College of Engineering and Information Technology (COEIT) supports UMBC's commitment to diversity by offering support to undergraduate women majoring in engineering and computing through its Scholar and Affiliates Programs. CWIT also collaborates on initiatives and research focused on improving the climate for women in the College of Engineering and Information Technology. CWIT supports the University in its efforts to attract private and public funding.

In fall 2013, CWIT served a total of 66 Scholars in three programs-44 CWIT Scholars, 12 T-SITE (NSF S-STEM funded) and ten Cyber scholars (funded by the Northrop Grumman Foundation). Eighty-eight percent of the CWIT Scholars, 44% of the Cyber Scholars, and 42% of the T-SITE are women. The T-SITE Scholars are also ethnically/racially diverse- 25% are African American and 42% are permanent residents from five different countries. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2012 (N=132) have either graduated in a COEIT major or are currently enrolled. The average GPA of current CWIT Scholars at the end of the spring 2013 semester was 3.76.

In addition to the 66 Scholars, CWIT provides academic, personal, and professional development support to 140 Affiliates (primarily women; no scholarship support). Affiliates are invited to participate in CWIT community-building events, academic and career programming, service learning activities, and peer mentoring. A total of 339 students (Scholars, Affiliates, and other students) participated in Affiliates events in AY13. This is up from 207 in AY12. In the fall 2013, 25% of all of the new transfer students to COEIT who were women (15 out of 54 women) registered to be an Affiliate. Thirty-five new Affiliates in fall 2013 were matched with an upper class peer mentor; 14 of these were transfer students.

In May of 2013, all 2012 Affiliates, students who attended CWIT events (and were not Scholars) and members of the CWIT Affiliates myUMBC group were invited to complete the CWIT End-of-Year Survey about their experiences. A total of 107 students out of the 267 invited to complete the survey responded (40% response rate). Eighty-one percent of respondents were women and 37% were new freshman and transfer students in the College. Ninety-one percent of all respondents agreed that CWIT was a valuable resource for women in the College. Eighty percent rated their experience as a CWIT Affiliate as Excellent or Good and 80% said that they would recommend the Affiliates Program to new students. Nearly 80% of respondents said that CWIT increased their awareness of the importance of diversity. The same percentage of respondents said that CWIT increased their awareness of the underrepresentation of women in engineering and IT fields.

In addition to the NSF-funded T-SITE Scholars project, CWIT has been involved in two other research projects related to increasing the diversity of students interested in pursuing undergraduate computing degrees. The planning project built relationships among high school teachers, community college and university faculty, and state education administrators to gain support for long-term improvements in high school computing education. A second project, Transforming the First Year Experience of Computing Majors developed, delivered and evaluates a new first-year seminar for computing majors at UMBC that is designed to increase retention, completion, and success among students, especially women and those from underrepresented groups. Data analysis is currently underway for the project and results about the impact of the experimental course on the retention of women and underrepresented minorities in computing majors will be available in the coming year.

3. During the AY 2012-2013 a total of 6 staff and 280 students from the Meyerhoff Scholars Program (with 62% from underrepresented populations) participated in a variety of academic and social events and interventions promoting student success and excellence in STEM disciplines. Furthermore, the program partnered with several K-12 organizations in efforts to build strong relationships that foster diversity in higher education. Working with Building STEPS (Baltimore City), UMBC Upward Bound programs, North Carolina Project Seed Program, SMU STEM Prep (Texas), Gateways Program

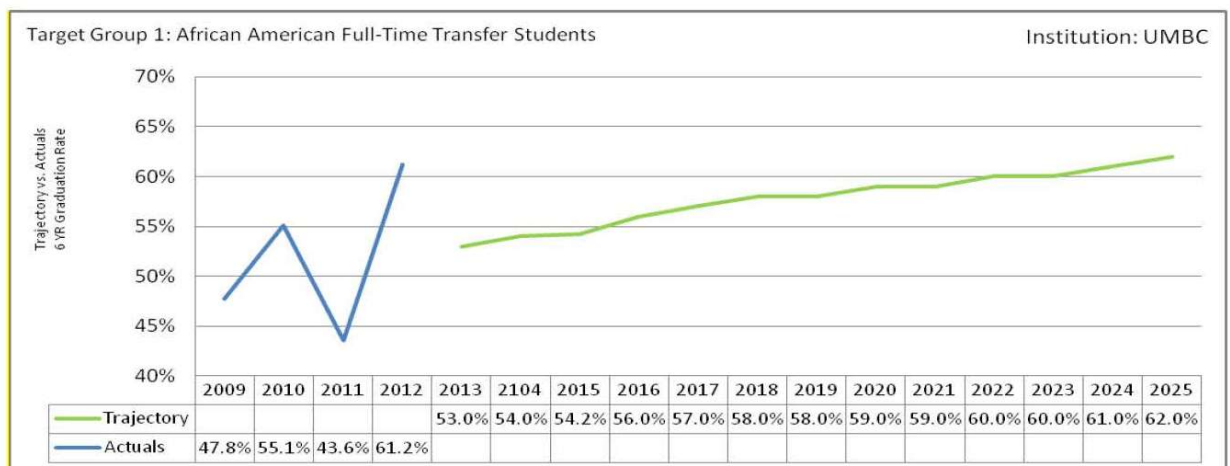
(New York), hundreds of middle and high school students visited UMBC and/or had positive interactions with UMBC Meyerhoff Scholars.

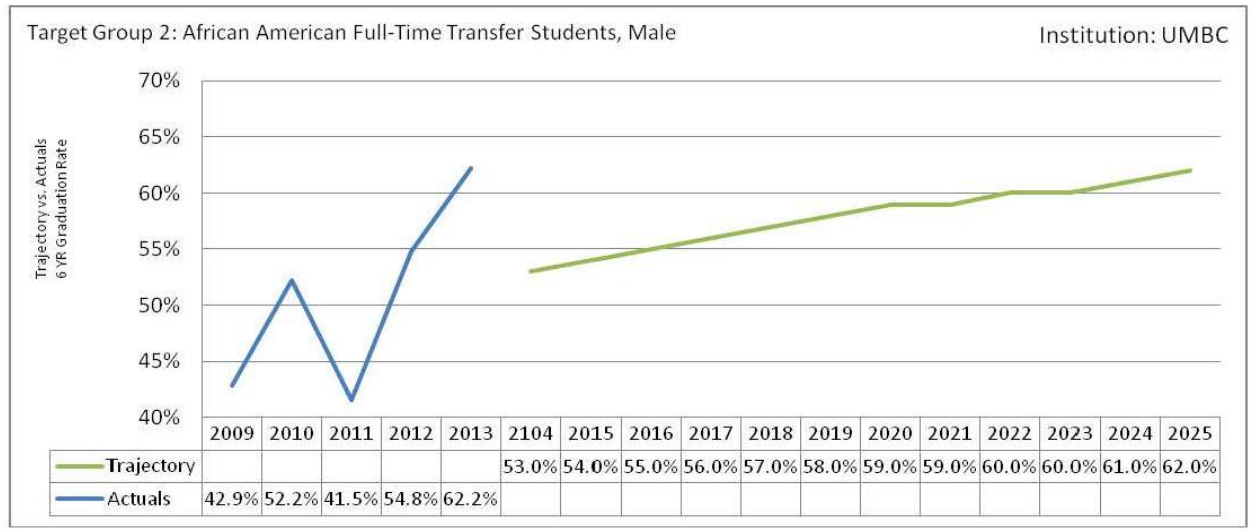
4. The Hispanic/Latino Undergraduate (UG) Admissions Advisory Committee was established in 2008 to assist the Office of Undergraduate Admissions and Orientation in developing strategic partnerships, programs, and outreach efforts to attract and encourage academically talented Hispanic and Latino students to consider the many opportunities for study at UMBC. The Committee is comprised of UMBC faculty, staff, students and alumni. The committee's work has led to such efforts as the annual Reception for Academically Talented Hispanic Latino High School Students, The Campus Overnight, and English to Spanish translation of key admissions materials. In addition, the efforts of the committee have led to important partnerships between the Undergraduate Admissions and the Hispanic/Latino Student Union. For example, in Spring 2014, UMBC will host a group of high school students from Howard County that will include members of the Hispanic/Latino Student Union and UMBC's Beta Kappa Chapter of Lambda Theta Alpha Latin Sorority. This visit was a result of another partnership with Howard County Public Schools who hosts a "Hispanic Youth Mini-Symposium." Undergraduate Admissions representatives delivered the college preparation session at the symposium and in 2014 will participate in the "Latin Leaders" segment as well. Overall, for freshmen there has been an increase in Hispanic/Latino applicants from 401 in 2010 to 872 in 2014.

B. *Improved orientation and advising (of transfer students)*

UMBC defines its achievement gap as the differences in the six-year graduation rates for African American full-time fall transfer students compared to White full-time fall transfer students; and between African American male full-time fall transfer students and White male full-time fall transfer students.

- The most recent seven cohorts (2001 to 2007) of fall transfer students have included between 157 and 201 African American students each year. The graduation rate for these students has varied from 43.6% to 61.2% and the gap between this rate and the graduation rate for White transfer students has varied without trend between 21.3 and 2.6 percentage points, with the smallest gap for the most recent cohort.
- These same seven cohorts of fall transfer students have included between 53 and 67 African American male students. The graduation rate for these students has varied from 41.5% to 62.2% and the gap between this rate and the graduation rate for White male transfer students has varied between 19.9 and 1.1 percentage points, with the smallest of these gaps for the most recent cohort.





The achievement gap between African American full-time fall transfer students and their white counterparts reached an all-time low of 2.6 percentage points for the fall 2007 cohort. The comparable gap for male transfer students was 1.1 percentage points, the smallest gap since the 2003 cohort, when African American male transfer students graduated at a rate .8 percentage points higher than their white counterparts. The gaps reported for the most recent two cohorts have met or exceeded the goals projected for students entering in fall 2009.

1. UMBC’s Extra Credit campaign has entered its 3rd year and continues to serve as a vibrant part of the University’s targeted communication strategy for all undergraduate students (including transfer students). Extra Credit’s objective is helping students maximize the benefits of their college experience and prepare for graduate study and the world of work by communicating key messages in ways that are timely, direct, attention-grabbing, and action-oriented. With over 75 individual messages created thus far, the campaign continues to evolve including the integration of 2 distinctive messages designed only for transfer students (launched in 2013 & 2014).
2. The *STEM Transfer Student Success Initiative* is an innovative multi-institutional collaboration funded by the Bill & Melinda Gates Foundation to support successful transition to UMBC by students from Anne Arundel Community College, Community College of Baltimore County, Howard Community College and Montgomery College. Focusing specifically on curricular alignment; social integration & transitional programs; as well as various aspects of advising & career engagement, the initiative is fostering innovative and strategic plans for improving all aspects of the entire transfer experience for incoming, STEM-focused transfer students. This initiative is particularly impactful considering the thousands of transfer students UMBC receives from these key, partner community colleges each year. The *Initiative* focuses on students who are pursuing fields of study in science, technology, engineering, and mathematics. Based on this collaboration, a complementary goal of the *Initiative* is the development of a national model of collaboration between two- and four- year institutions seeking to enhance the success of transfer students in STEM fields.

This collaboration is both systematic and comprehensive. Almost ninety faculty and staff members across the institutions are engaged in some aspect of it. Components of the *Initiative* include Curricular Alignment in Chemistry and Mathematics; Pre-Transfer Advisement and Career Engagement; Transfer Success; and Transitional Programs (e.g., peer mentorship, orientation). A website for this *Initiative* is due to launch this semester. Given the recent launch of many of the components, no assessment data are yet available.

3. The Reverse Awarding of the Associate’s Degree Initiative which began in 2012 – now includes active partnerships with Montgomery College, Howard Community College, Anne Arundel Community College and the Community College of Baltimore County. Thus far, this initiative, which enables current UMBC students to transfer UMBC credit back to their former community colleges, has facilitated the completion of 21 associate’s degrees. In addition, two UMBC Enrollment Management staff members were recently awarded an MHEC Adapts Grant for \$25,000 that will help to dramatically expand the marketing and strategic advising associated with the initiative.
4. Over 2200 Summer 2013 Orientation evaluations were collected from incoming students (including transfers). Results indicated that:
 - o 97.7% of students completing the evaluation were either very satisfied or satisfied with their academic advisor.
 - o 88.4% of students completing the evaluation were either very satisfied or satisfied with their final academic schedule.
 - o 95.8% of students completing the evaluation were either very satisfied or satisfied with their overall advising experience.
 - o 98.8% of students completing the evaluation either strongly agreed or agreed that as a result of their orientation advising experience, they knew more about UMBC’s general education requirements and academic issues related to their major (or current academic plan).
5. Implemented an academic seminar for transfer students (TRS 201)
 - o An initial student self-assessment of 58 (22 STEM) fall 2012 TRS students shows statistically significant positive change on all self-report measures, including directing a study group, preparing an annotated bibliography, locating key offices, identifying opportunities for tutoring and academic assistance, and writing a resume.
 - o Data analysis for fall 2013 self-assessment is underway.
 - o The one-semester and one-year retention rates for transfer students who enroll in a TRS are higher than for the overall transfer student population (see chart below).

TRS Student Retention Compared to Overall Transfer Retention					
Semester	TRS Student N	TRS Student One-Semester Retention	UMBC Transfer-Student One-Semester Retention	TRS Student One-Year Retention	UMBC Transfer-Student One-Year Retention
Fall 2011	30	96.7%	88.9%	93.3%	80.1%
Spring 2012	11	90.9%	81.7%	90.9%	76.2%
Fall 2012	58	89.7%	87.6%	84.5%	78.8%
Spring 2013	14	85.7%	85.6%	N/A	N/A

Data are from TRS program records and Institutional Research, Analysis and Decision Support

6. Added Supplemental Instruction (SI) for courses which have been difficult for transfer students
 - o In AY 2012-2013 offered SI in 12 courses serving 2,784 students. Among the 1,088 students who participated in SI, 80% (868) earned an A, B, or C in the course. Among 1696 non-SI students, 64% (1082) earned an A, B, or C.
 - o Among the 331 transfer students participating in SI, 73% (240) earned an A, B, or C in their course. Among the 499 transfer students who did not participate in SI, 57% (283) earned an A, B, or C in their course.

7. Extended First-Year Intervention (FYI) to include first-year transfer students
 - The action steps offered in the alert to help students improve in the affected course(s) were updated to include messages directed to transfer students
 - The new Coordinator of Transfer Academic Initiatives and Pre-Transfer Advising identified all off-campus transfer students (n=505) who received an FYI alert (meaning that a professor reported the student in danger of earning less than a C in the course) during the fall 2013 semester.
 - All 505 students received an e-mail asking them to make an appointment with the Coordinator.
 - Twenty-seven percent of the students (138 students) completed an in person appointment.
 - Students who attended appointments reported receiving help with time management, study skills, and key encouragement at a difficult time
 - Of the 140 students who attended an academic coaching session, 98 students, or 70 percent of the group, ended the semester with an A, B, C, W, or P in their alerted course(s).

8. Strengthened Transfer Student Alliance

The Transfer Student Alliance (TSA) enrolls students at Montgomery College (MC), Community College of Baltimore County (CCBC), Prince George’s Community College (PGCC), and Anne Arundel Community College (AACC) who plan to transfer to UMBC after completing an AA degree. TSA students have access to UMBC student activities and a discounted rate for concurrent-enrollment courses. Upon transfer to UMBC, TSA students are guaranteed housing, priority registration/orientation, and, for eligible participants, a scholarship. We have achieved a total TSA participation to date of 925 students (see chart below).

Transfer Student Alliance Results 2008 - 2013

Admit Year	Program-to-date enrollment	Admitted to UMBC	Enrolled at UMBC	TSA Merit Aid
2008-2009	5			
2009-2010	33	17	13	\$1,500 each to 7 students
2010-2011	108	31 (17 of these Spring 2011)	13 (all in Spring 2011)	\$1,500 each to 16 students
2011-2012	134	42	30	\$1,500 each to 9 students
2012-2013	685	188	105	\$1,500 each to 20 students
2013-2014	925*	240*	120*	\$1,500 each to 10 students

*Year-to-date numbers for 2013-2014

Data come from internal Enrollment Management records.

Recruitment and Support of a Diverse Graduate Student Body

- A. The Meyerhoff Graduate Fellows Program was established in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents. The Meyerhoff Graduate Fellows Program has transformed graduate education at UMBC. Since the program’s inception in 1996, enrollment of underrepresented students in participating PhD programs (Biological Sciences, Chemistry and Biochemistry, Engineering, Human Services Psychology and Physics) has increased significantly. The URM enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 72 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) at the University of Maryland, Baltimore. An additional 66 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only seven URMs earned Science, Engineering and

Mathematics Ph.D.s in participating Ph.D. programs in the 18 years preceding the Meyerhoff Graduate Program.

- B. PROMISE, the National Science Foundation's Alliance for Graduate Education and the Professoriate (AGEP) in Maryland, increases the number of underrepresented minority students receiving Ph.D.s in STEM. Formed in 2002 and led by UMBC, PROMISE is a multi-institution consortium that includes the University of Maryland College Park (UMCP) and the University of Maryland, Baltimore (UMB). In Fall 2013, the PROMISE AGEP was awarded one of the few "AGEP Transformation (AGEP-T)" grants. This \$1.75 million initiative includes all of the institutions within the USM. UMBC leads this effort, and has as primary partners, the University of Maryland College Park, and the University of Maryland Baltimore. The PROMISE AGEP focuses on activities and research that lead to Ph.D. completion and careers as professors in the STEM disciplines. The Graduate School at UMBC, the Office of Postdoctoral Affairs, and the PROMISE AGEP sponsor programs and initiatives that are designed to facilitate academic community, professional development, degree completion and transition to career. PROMISE maintains an online presence via a series of websites (e.g., <http://www.umbc.edu/promise>, myUMBC <http://my.umbc.edu/groups/promise>) and social media venues including Facebook (<http://www.facebook.com/PROMISEagep>), Twitter: @PROMISE_AGEP (http://www.twitter.com/PROMISE_AGEP). All graduate students and postdoctoral fellows, and particularly those from underrepresented backgrounds, are invited to participate in the activities of PROMISE regardless of their academic disciplines. Programs of PROMISE include The Dissertation House, PROF-it (Professors-in-Training), Horizons, Success Seminars, and the Summer Success Institute. A subset of these initiatives is described below:
- C. Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Celebration of Graduates* and *Faculty/Staff/Student Connections Opening Meetings*. The Spring and Fall 2013 Opening Meeting average 80-100 participants, including postdocs, faculty, and staff. Monthly Success seminars average 60 students. New initiatives for 2013 included the Financial Literacy series (sponsored by a TIAA-CREF grant to the Council of Graduate Schools), and Advanced Statistics series led by Dr. Christopher Rakes of the Department of Education. All seminars draw a diverse group of graduate students. The Office of Postdoctoral Affairs offers seminars and workshops that serve all post-docs, with particular attention to the Postdoctoral Fellows for Faculty Diversity.
- The PROMISE Summer Success Institute (SSI) is an annual conference founded in August 2003 to bring together new/incoming graduate students and those graduate students (both Master's and Ph.D. level) who were continuing in their programs so that they can prepare for and embrace the upcoming academic year of graduate study. The 2013 SSI included underrepresented minority (URM) graduate students, post-docs, alumni, and faculty. Our total count for 2013 exceeded 200, which included participants from several schools in the PROMISE AGEP. Events for PROMISE regularly have waitlists.
 - The PROMISE models for preparing students for graduate study, professional development, capacity building, and communities of practice have been discussed in publications, <http://promiseagep.wordpress.com/publications/>, and are being modeled by other universities and organizations in the U.S., the Caribbean, and Latin America.

UMBC's overall graduate student population has nearly doubled over the past 15 years, increasing from approximately 1,400 students in 1999, to 2,772 students in 2013. Since the introduction of our NSF-funded programs to broaden participation, enrollment of graduate students from underrepresented minority (URM) groups has grown from 14.9% of the overall population in 2003 to 16% in 2013. However within the College of Natural and Mathematical Sciences (CNMS) this corresponding change is from 10.1% to 15.4%, and is even more pronounced in the College of Engineering and IT (COEIT), growing from 8.6% to 15.3%. For Ph.D. students, URM enrollment has increased from 11.9% of the population to 13.7%. The change for CNMS is similar to the overall population; however, within the COEIT the proportion of URM students has more than doubled from

5% to 11.9%. These changes are shown in the figures below. This increase in enrollment has led to a corresponding increase in graduation. It is noteworthy that the graduation rate of URM students is similar to that of the overall population for both master's and Ph.D. students.

Figure 1

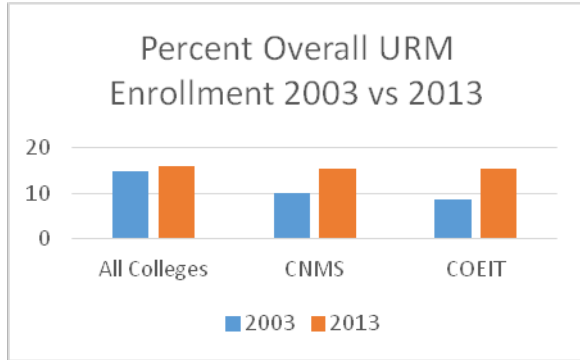
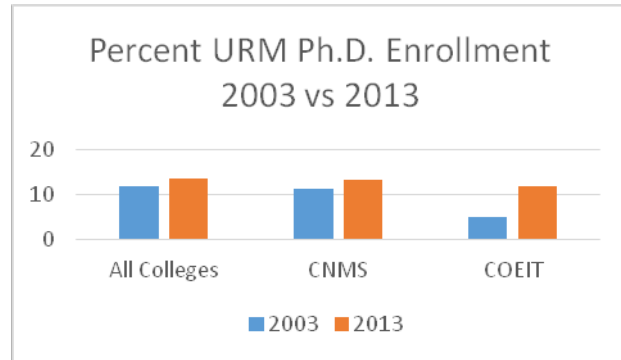


Figure 2



Recruitment and Support of a Diverse Faculty Body

A. URM Faculty hires and attrition in AY 2013-2014

UMBC hired 25 new full-time faculty for appointments in AY 2013-2014. Overall, 20% (N=5 of 25) of all new instructional faculty and 21% (N=4 of 19) of the new TT/T faculty were members of underrepresented minority groups. However, during the same period, UMBC lost one tenured underrepresented minority male faculty member due to retirement. In addition, building on the success of the UMBC ADVANCE Program, 4 additional females were hired in STEM, which brings the total of STEM female faculty to 23% (N=44 of 194). However, during this same time period, UMBC lost two tenured female STEM faculty, one due to retirement and one due to conversion to a non-tenure track position. In the five year period between the baseline of AY09 and AY13, the total number of UMBC T/TT faculty has increased from 378 to 379. During this period the number of African American faculty has remained stable, increasing slightly from 21 to 22. The number of Hispanic/Latino faculty has doubled from 6 to 13. In order to develop effective institutional practices for the recruitment, retention and advancement of a diverse faculty at UMBC, the President and Provost, in tandem with the Program Coordinator for Faculty Diversity Initiatives, have worked closely with the ADVANCE Executive Committee and the Executive Committee on the Recruitment, Retention and Advancement of Underrepresented Minority Faculty (URM) to develop and implement the following interventions and initiatives.

B. Recruitment

The Office of the Provost continues to move forward with a highly-visible campus-wide initiative designed to sustain the success of the ADVANCE program, achieve similar success in the recruitment, retention and advancement of URM faculty, and extend effective practices derived from the evaluation of these efforts to enhance the success of all faculty at UMBC. Key components of this initiative include:

1. *STRIDE Training* to expand upon the on-going Search Committee Chair Implicit Bias Training Workshops, UMBC invited two members from the University of Michigan ADVANCE's STRIDE program to campus to assist UMBC in setting up its own STRIDE-like group to provide counsel to faculty search committees around the issue of implicit bias. Following a similar successful pilot conducted by the College of Natural and Mathematical Sciences for the 2013 hiring cycle, the UMBC STRIDE program will be in place for all faculty searches that will occur in AY15.

2. *UMBC Postdoctoral Fellows Program for Faculty Diversity*- a program designed to support promising scholars who are committed to diversity in the academy and to prepare those scholars for possible tenure track appointments at UMBC. Each fellow is provided with individual teaching and research mentors and specialized professional development opportunities across the campus. In Fall 2013, one of the two inaugural Postdoctoral Fellows began a tenure-track position at UMBC, and, on July 1, 2013, a second cohort of three Postdoctoral Fellows began their two-year appointments. Additionally, in the Summer of 2014, UMBC will announce a call for applications for a third cohort of postdoctoral fellows.
3. *Outreach Activities* -working with a \$15,000 budget in the Office of the Provost, these activities focus on the identification of potential candidates for on-going searches, and enhancing the national visibility of UMBC's commitment to faculty diversity in targeted venues and publications. We placed ads with our "We're Changing Minds, Come Join Us," in such targeted publications as *Diverse* and *USA Today* highlighting the accomplishments of a number of our exceptional faculty of color. In addition, in conjunction with the Office of Institutional Advancement, Faculty Diversity Initiatives we continue to revise and expand upon the well-received Faculty Diversity brochure and website, www.umbc.edu/facultydiversity. These thematic materials along with promotional items are used in outreach activities at such national and regional venues and conferences for minority scholars as the Southern Regional Education Board's (SREB) annual *Compact for Faculty Diversity's Institute on Teaching and Mentoring*, the annual Women in Engineering Proactive Network (WEPAN) conference, the annual Association for Women in Science and Engineering (AWIS) ADVANCE conference, and the annual Black Engineer of the Year Award conference.
4. In AY14, the Deans and Provost implemented closer and more continuous monitoring of the diversity of candidate and finalist pools for all faculty searches. For the FY15 hiring cycle, UMBC will employ Interfolio to manage its faculty searches which will allow UMBC to retrieve and monitor aggregated information related to the diversity of candidate pools as searches progress.

C. *Retention and Advancement*

1. *Executive Committee on Recruitment, Retention and Advancement of Underrepresented Minority Faculty* –The Executive Committee provides advice and counsel to the Provost and guides the development and implementation of initiatives to address issues and concerns specifically associated with the hiring, retention and advancement of minority faculty at UMBC.
2. *ADVANCE Executive Committee* – The ADVANCE Executive Committee provides advice and counsel to the Provost on programmatic initiatives designed to advance the success of women faculty in STEM at UMBC.
3. *Eminent Scholar Mentor Program*- a program that facilitates mentoring relationships between all new faculty and prominent external researchers in their fields. Based on the success of this program, which was offered originally to new women STEM faculty, in 2013 the program was institutionalized and expanded to all new UMBC faculty.
4. *Faculty ADVANCEment Workshops*-the Program Coordinator for Faculty Diversity, in tandem with the Director of the Faculty Development Center and the new Vice President for Research, hosted a Fall 2013 workshop on Research Development and are planning a Spring 2014 workshop on the tenure and promotion process. In 2013, enhancement funding was used to add a new associate director to the UMBC Faculty Development Center.
5. *Campus community building activities* are on-going with the addition of our newly established LGBT Faculty Association to our already extant Latino/Hispanic Faculty Association, Women in Science and Engineering (WISE), and College of Arts, Humanities, & Social Sciences' Black Faculty Committee, community-based faculty groups.

D. *Areas of Opportunity and Resources for Enhancement*

Based on data compiled by the Program Coordinator, UMBC has identified areas for opportunity to enhance the retention and advancement of URM faculty across the campus and female faculty in STEM.

1. *Recruitment*-Out of a total of 409 tenure/tenure track faculty, there are currently 26 (6%) Black/African American faculty and 20 (5%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 44 (23%) female faculty. While inroads have been made in recruiting faculty of color and women in STEM, more work remains to be done. The Program Coordinator continues to investigate best practices for diversity hiring initiatives at universities across the country in an effort to augment our current practices. UMBC continues to place high priority on recruitment of URM faculty – particularly African American and Latino/Hispanic – across all disciplines and women in STEM. In order to sustain the momentum of ongoing initiatives in this area, the administration continues to rigorously review departmental diversity recruitment activities. In addition, we are also conducting an analysis of our applicant pool for the two cohorts for the Postdoctoral Fellowship for Faculty Diversity to use for future targeted faculty recruitment and the recruitment of the third cohort of postdoctoral fellows.
2. *Retention and Advancement*-A disaggregation of faculty data by race and gender reveals a disproportionate number of faculty at the Associate and Assistant Professor levels among faculty of color and female faculty in all colleges. Out of 26 Black/African American faculty, nine (35%) are at the Assistant rank, twelve (46%) are at the Associate Professor rank, and the remaining five (19%) faculty are Full Professors. In terms of the 20 Latino/Hispanic faculty, nine (45%) are at the Assistant Professor rank, ten (50%) at the Associate Professor and only one (5%) is a Full Professor. The numbers for women faculty in general are 162 (40%) faculty, out of which 54 (33%) are at the Assistant Professor rank, 73 (45%) are at the Associate Professor rank and 35 (22%) are Full Professors. The Provost has established a college-based mentoring initiative to support the advancement of Assistant and Associate Professors with particular emphasis on women and URM faculty. In addition, as a result of their May 2013 meeting, the women from the original three cohorts of the ADVANCE Leadership Cohort Program formed the ADVANCE Leadership Alliance and are currently planning the formation of a 4th ADVANCE Leadership cohort.
3. *Base-funding* will be required in order to fully institutionalize the *UMBC Postdoctoral Fellows Program for Faculty Diversity* beyond the 2nd cohort. In addition, in order for UMBC to make desired progress in enhancing the diversity of the faculty, new faculty lines will be needed to hire post-doctoral fellows and additional targets of opportunity who prove to be viable candidates for tenure-track faculty positions. Finally, additional funding will be required in order to support additional leadership and advancement programs.

Recruitment and Support of a Diverse Staff Body

- UMBC is well-known for its recruitment and support of a diverse staff, and is celebrating its fourth consecutive year of recognition in the Chronicle of Higher Education’s annual Great Colleges to Work For Survey, which recognized UMBC for diversity in 2013. The staff is comprised of 28.9% minority and 61.37% female employees, which reflects the diversity of UMBC’s local, regional and national recruitment efforts and retention processes.
- UMBC supports diversity and inclusion by communicating its practice of being an Equal Opportunity/Affirmative Action Employer on all position announcements, throughout its website, including within job announcements, on its employment pages, as well as on its application form. These practices reflect compliance with our policies on Non-Discrimination, as well as federal, state and local laws and regulations.
- Position vacancies are advertised on websites and in journals and other print-related media that are widely read by prospective applicants, including minority and female job-seekers, such as Career Builder.com, Monster Jobs, HigherEdjobs.com, Inside Higher Ed, Mid-Atlantic Higher-Ed Recruitment Consortium, Maryland Workforce Exchange, the Baltimore Sun, the Washington Post, Baltimore Afro American newspaper and other publications.
- Campus representatives attend relevant job fairs and conferences that reach a broad and diverse audience in an effort to support diversity and expand recruiting for UMBC’s workforce.

- Campus search committees are educated to evaluate, interview, and recommend candidates for selection based on merit and non-discriminatory factors. The benefits of diversity on the UMBC campus are articulated.
- An atmosphere of inclusion in hiring is promoted by ensuring that campus interview panels consist of a diverse group of individuals and by requiring hiring departments to complete the UMBC Preliminary Recruitment Report which indicates: the names, race, and sex of those individuals serving on the screening committee and also indicate which publications the hiring department will be using for advertising in an effort to reach a diverse audience.
- For all exempt staff positions, the hiring authority is given a copy of the Statement of Policy of Affirmative Action signed by the President of the University at the outset of the recruitment process. The statement emphasizes UMBC's commitment to Equal Employment Opportunity and Affirmative Action.
- UMBC has a hiring review procedure that reviews selections based on: verifying that the selected candidate meets the minimum requirements as advertised; reviewing salary and compensation; confirming that a pool of candidates were interviewed; and assessing the justification letter supports the department's selection.
- As a follow-on to these procedures, UMBC's new hires in 2013 were 31.6% minority and 70.1% female, which mirrors the diversity of the recruitment areas for 2013 vacant staff positions. These positions were predominantly professional staff positions, followed by secretarial/clerical, technical/paraprofessional, skilled craft, then executive/administrative positions.
- New employees are briefed on campus policies that support diversity and inclusion during their orientation, and complete online Sexual Harassment Prevention training within their on-boarding process. Further information is provided in the Staff Handbook and on the campus policies web page.
- Equal Employment Opportunity posters identifying and explaining applicable federal and state laws and regulations are posted on the UMBC Human Resources bulletin board, UMBC's Human Resources website, and at appropriate locations throughout the campus.
- Various training programs are provided that review equal employment concepts and state and federal civil rights mandates to assure that consistent and appropriate methods are used for evaluation and support of staff during their career at UMBC. The programs are: Recruitment and Selection training; Interviewing 101, Performance Management training for supervisors, and a comprehensive training program for supervisors titled "What Every Supervisor Should Know".
- Additional trainings are provided on campus including: Sexual Assault and Relationship Violence Protocol Training; Safe Zone training for LGBTQ awareness; Green Dot Training for bystander intervention; as well as various trainings on topics including Equal Opportunity and Diversity through Skillsoft, our online training provider.
- Additional UMBC's Human Relations Committee works with matters of diversity and has staff representation from the Professional Staff Senate and the Non-Exempt Excluded Staff Senate. The President's Commission for Women works to support gender equity, and the Women's Center has many gender-based affinity groups, including a Parenting group that provide support to staff who participate in their initiatives. An LGBTQ affinity group is available for staff.

In addition to the benefits package including Tuition Remission, staff is offered various professional development opportunities, wellness services, recognition programs and access to services and programs.

III. Efforts to Create Positive Interactions and Cultural Awareness on Campus

A. Student Affairs

University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (30 attendees), sexual assault awareness & relationship violence awareness (498 attendees), and women's seminars in health education (30 attendees) were programs targeted to women. Sex in the dark (98 attendees), World AIDS Day (380 attendees), and Mosaic Center Diversity Fairs (175 attendees) included specific information for targeted populations including LGBTQ and international students.

Career Services Center offered the Diversity Recruitment Event: 208/233 (25 cancellations) and 27 agencies (53 reps).

BEYA Conference (Black Engineer of the Year): 190 students registered.

Note: A UMBC alumna, Stephanie Hill, received the top award of Black Engineer of the Year.

Residential Life

- INTERACT (pilot)- In the summer of 2013 a joint program between Student Affairs and Modern Languages, Linguistics and Intercultural Communication Academic Programs. The initiative was to work with first year students in the residence halls on cultural competency and skill building for authentic conversations. In the pilot year 48 students in Chesapeake Hall participated with 6 peers leaders trained to facilitate. The program will continue this coming year. Research is being conducted on meeting outcomes.
- Renovations to apartments and two residence halls to include ADA compliance upgrades
- 17 students with physical ADA needs were accommodated in student housing (visual, hearing, mobility, wheelchair, service animal, emotional assistance animal) The severity and complexity of these needs has grown in the last three years. Many more students with other ADA accommodation non-mobile needs were also housed.
- 79 students living in Gender-Neutral housing
- 75 programming initiatives that addressed multicultural exploration
- Students Staff diversity training continues to occur for over 250 student staff.
- Social Justice Programming Initiative was established for Spring Semester. Each residential community selected an issue/program/topic to explore and included speakers, site visits and research. Some of the issues/topics included; human trafficking, refugee/asylees and prison reform. There are nine communities and nine different topics with multiple programs both passive and active.

B. Office of Student Life

During the 2012-2013 academic year, the Office of Student Life's Mosaic Culture and Diversity Center reached 1,100 students, staff and faculty through 25 programs including: Welcome Week outreach events for new and transfer students; a UMBC Talks diversity dialogue series, a Cultural and Interfaith speaker series; Safe Zone workshops for LGBTQ student support; cultural and diversity celebration and resource fairs, diversity education presentations and discussions for first year students, transfers and returning students by request; and co-sponsored events with on and off-campus partners. Additionally, Residential Life offered 260 Multicultural Exploration programs in the residential communities and the Career Services Office offered targeted support through diversity recruitment events on and off campus.

Many accomplishments were made regarding campus climate for LGBTQ community members. To highlight a few, the Office of Student Life identified and published a list of gender neutral restrooms on campus, a faculty and staff LGBT group was created, a survey of our LGBTQ student population was conducted to learn more about how we can support them, a new student support group was started to support women who love women and another to support transgender students, admissions participated in a LGBT focused college fair, and athletics signed on with the "You Can Play" project.

C. The Women's Center

The Women's Center provides intentional space, programming, support groups, and educational opportunities for various reasons related to diversity:

- LGBTQ identified women (through Between Women)
- Transgender and/or gender variant students (through Spectrum – created Fall 2013)
- Women of Color (through the Women of Color Coalition – created Fall 2013)
- Non-traditional/returning women undergraduate students (through the Returning Women Forum and the Returning Women Scholarship program)

The scholarship program provided approximately \$53,000 in financial aid to 18 students via three different scholarships in FY2014

- Mothers (through the mothers and parents group)
 - During FY2013 the lactation room was used 202 times and since the start of FY2014, 170 times
 - Maintain a childcare resource guide that is updated regularly. This guide has been particularly important (and requested multiple times) since the closing of the Y childcare facility on campus in September 2013
- Undergraduate men (through Rebuilding Manhood – a semester long program that addresses unhealthy and/or destructive behaviors related to rigid gender roles that impact male student's retention and graduation rates, use of alcohol and drugs, and conduct incidents, in addition to addressing violence against women)

The Center also seeks opportunities to program and create events related to diversity education and awareness through:

- Relationships Violence Awareness Month
- Sexual Assault Awareness Month
- Women's History Month
- Critical Social Justice - a new initiative meant to facilitate constructive and dynamic engagement with social justice with a focus on various issues related to diversity and social identities
- One-time programming and events such as Transgender Day of Remembrance and National Coming Out Day

IV. Demographic Data

Table 1 shows the demographic data for students by undergraduate/ graduate status for fall 2008 through fall 2012. At both the undergraduate and graduate levels, no significant changes in the distribution of race/ethnicity have occurred between fall 2011 and fall 2012, with any fluctuations falling within two percentage points. However, UMBC did experience a dramatic increase in the number of undergraduate students that did not self identify their race/ethnicity, with more than double the number failing to do so (422 in fall 2012 compared to 197 in fall 2011). Data indicate that this is primarily a function of an increase in applications and new students

choosing not to identify their race/ethnicity. However, this group still accounts for only 3.9% of the undergraduate student population.

Tables 2 and 3 present the demographic data for faculty and staff. As with students, the distribution of race/ethnicity among both faculty and staff exhibited no significant changes between fall 2011 and fall 2012. While the distribution by race/ethnicity did not change, there was a 15% increase in the number of Hispanic/Latino faculty, as well as an 8.8% increase in the number of African American faculty. Among staff, groups with a greater than 10% change in number were among those comprising relatively small proportions of the overall population (i.e., Asian, Native Hawaiian or Other Pacific Islander, Two or More Races, and International). These five groups together constitute less than 5% of the staff population.

TABLE 1: STUDENTS

UNDER-GRADUATE	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,646	16.5%	741	905	1,671	16.4%	758	913	1,703	16.1%	760	943	1,790	16.3%	817	973
American Indian or Alaska Native	44	0.5%	25	19	52	0.5%	30	22	40	0.4%	21	19	31	0.3%	20	11	22	0.2%	13	9
Asian	2,085	21.7%	1,106	979	2,034	20.4%	1,077	957	2,126	20.8%	1,171	955	2,207	20.9%	1,201	1,006	2,194	20.0%	1,211	983
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	502	4.7%	241	261	573	5.2%	275	298
White	4,985	51.9%	2,911	2,074	5,150	51.8%	2,962	2,188	5,131	50.3%	3,005	2,126	5,148	48.7%	3,052	2,096	5,102	46.6%	2,999	2,103
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	38	0.4%	12	26	23	0.2%	7	16
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	290	2.7%	134	156	362	3.3%	185	177
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	197	1.9%	102	95	422	3.9%	241	181
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	457	4.3%	256	201	465	4.2%	256	209
TOTAL	9,612		5,246	4,366	9,947		5,383	4,564	10,210		5,593	4,617	10,573		5,778	4,795	10,953		6,004	4,949
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	356	12.2%	144	212	275	10.3%	104	171	309	11.8%	129	180	342	12.7%	144	198
American Indian or Alaska Native	9	0.3%	5	4	9	0.3%	6	3	3	0.1%	1	2	6	0.2%	3	3	5	0.2%	3	2
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	181	6.9%	104	77	160	6.0%	88	72
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	77	2.9%	39	38	80	3.0%	35	45
White	1,400	52.7%	617	783	1,535	52.5%	679	856	1,274	47.6%	585	689	1,399	53.3%	667	732	1,446	53.9%	706	740
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	8	0.3%	3	5	7	0.3%	2	5

Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.4%	22	16	38	1.4%	26	12
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	171	6.5%	101	70	145	5.4%	86	59
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	437	16.6%	242	195	461	17.2%	261	200
TOTAL	2,656		1,190	1,466	2,923		1,350	1,573	2,678		1,265	1,413	2,626		1,310	1,316	2,684		1,351	1,333
ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,002	15.6%	885	1,117	1,946	15.1%	862	1,084	2,012	15.2%	889	1,123	2,132	15.6%	961	1,171
American Indian or Alaska Native	53	0.4%	30	23	61	0.5%	36	25	43	0.3%	22	21	37	0.3%	23	14	27	0.2%	16	11
Asian	2,255	18.4%	1,182	1,073	2,234	17.4%	1,183	1,051	2,282	17.7%	1,246	1,036	2,388	18.1%	1,305	1,083	2,354	17.3%	1,299	1,055
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	579	4.4%	280	299	653	4.8%	310	343
White	6,385	52.0%	3,528	2,857	6,685	51.9%	3,641	3,044	6,405	49.7%	3,590	2,815	6,547	49.6%	3,719	2,828	6,548	48.0%	3,705	2,843
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	46	0.3%	15	31	30	0.2%	9	21
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	328	2.5%	156	172	400	2.9%	211	189
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	368	2.8%	203	165	567	4.2%	327	240
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	894	6.8%	498	396	926	6.8%	517	409
TOTAL	12,268		6,436	5,832	12,870		6,733	6,137	12,888		6,858	6,030	13,199		7,088	6,111	13,637		7,355	6,282

TABLE 2: FACULTY																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	54	5.3%	24	30	53	5.1%	25	28	57	6.1%	30	27	62	6.4%	28	34
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	2	0.2%	1	1	2	0.2%	1	1
Asian	107	10.5%	72	35	132	13.0%	87	45	130	12.6%	83	47	105	11.2%	61	44	107	11.0%	64	43
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	20	2.1%	6	14	23	2.4%	7	16
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	671	71.4%	395	276	697	71.8%	403	294
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	3	0.3%	2	1	3	0.3%	2	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	2	0.2%	1	1	4	0.4%	3	1	4	0.4%	3	1
Did Not Self Identify	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	78	8.3%	47	31	72	7.4%	46	26
TOTAL	1,018		615	403	1,017		620	397	1,032		620	412	940		545	395	971		554	417
TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	19	5.0%	10	9	20	5.3%	12	8	21	5.6%	13	8	22	5.8%	14	8
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	1	-	1	0.3%	1	-
Asian	41	10.8%	26	15	50	13.1%	31	19	51	13.4%	32	19	52	13.9%	33	19	53	14.0%	33	20
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	11	2.9%	3	8	13	3.4%	4	9
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	272	72.7%	166	106	272	71.8%	169	103

Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	2	0.5%	1	1	2	0.5%	1	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	1	1	0.3%	-	1	1	0.3%	-	1
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	33	8.7%	18	15	23	6.0%	14	9	18	4.7%	10	8	14	3.7%	9	5	15	4.0%	9	6
TOTAL	378		233	145	381		235	146	380		234	146	374		226	148	379		231	148
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	35	5.5%	14	21	33	5.1%	13	20	36	6.4%	17	19	40	6.8%	14	26
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	1	0.2%	-	1	1	0.2%	-	1
Asian	66	10.3%	46	20	82	12.9%	56	26	79	12.1%	51	28	53	9.4%	28	25	54	9.1%	31	23
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	9	1.6%	3	6	10	1.7%	3	7
White	437	68.3%	255	182	428	67.3%	253	175	430	66.0%	257	173	399	70.5%	229	170	425	71.9%	234	191
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	1	0.2%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	3	0.5%	3	-	3	0.5%	3	-
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	-	1
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	64	11.3%	38	26	56	9.5%	37	19
TOTAL	640		382	258	636		385	251	652		386	266	566		319	247	591		323	268

TABLE 3: STAFF																				
STAFF (excluding grad asst)	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	276	23.2%	81	195	279	23.2%	88	191	272	22.8%	83	189	273	22.6%	79	194
American Indian or Alaska Native	5	0.4%	2	3	5	0.4%	2	3	4	0.3%	1	3	3	0.3%	1	2	3	0.2%	1	2
Asian	40	3.3%	15	25	39	3.3%	17	22	45	3.7%	16	29	45	3.8%	15	30	39	3.2%	13	26
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	23	1.9%	9	14	24	2.0%	10	14
White	877	71.9%	358	519	848	71.4%	350	498	846	70.3%	358	488	840	70.3%	346	494	853	70.7%	354	499
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-	4	0.3%	1	3
Two or more races	-	0.0%	-	-	-	0.0%	-	-	4	0.3%	1	3	8	0.7%	2	6	7	0.6%	3	4
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	3	0.3%	3	-	4	0.3%	3	1
TOTAL	1,220		463	757	1,188		461	727	1,204		476	728	1,195		460	735	1,207		464	743