

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



**FEBRUARY 26, 2010**

## **1. Introduction**

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for 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.

As a reflection of its commitment to diversity, UMBC has developed a multitude of programs and initiatives that provide the substantive and real embodiment of this commitment. By establishing activities such as The Meyerhoff Scholarship program, the UMBC ADVANCE program, the PROMISE Alliance, and the ACTiVATE Entrepreneurship program, among others, UMBC has achieved national recognition as a model campus for its diversity initiatives. These activities have been framed under four overarching commitments which are captured in the following statements:

- 1. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community;**
- 2. To provide conditions for personal success;**
- 3. To provide a culture of inclusion and respect; and**
- 4. To encourage and support development and advancement.**

The UMBC Diversity Plan dated March 4, 2009 advanced the following specific recommendations:

- Design and conduct a campus-wide climate survey. Analyze the data and identify trends that could be utilized to monitor progress on diversity initiatives
- Establish a Diversity Council
- Further enhance on-going initiatives by increasing the support for transfer students as UMBC continues to address the Achievement Gap
- Further enhance on-going initiatives by providing additional support for increasing the diversity of UMBC's faculty and staff
- Enhance support for the success of faculty and staff members recruited to UMBC under the various diversity initiatives

In this 2009 progress report, we summarize the accomplishments achieved on the above recommendations as well as on other on-going initiatives.

## **2. Establishment of a Diversity Council**

A Diversity Council has been established during the academic year 2009-2010. The Diversity Council is composed of 15 members representing administrators, faculty, staff, and students. The Council is chaired by the Vice Provost for Academic Affairs.

The Diversity Council serves in an advisory role to the President and the Provost on campus-wide diversity-related procedures and activities. The Council is scheduled to meet semi-annually with a follow-up report to the President's Council. The first organizational meeting of the Diversity Council was held on February 19, 2010.

The demographic data on the Council’s membership is shown in the table below.

Diversity Council Demographic Data		
	#	%
Male	5	33.3
Female	10	66.7
African American	3	20
Asian	2	13.3
White	10	66.7

### 3. Initiative on Closing the Achievement Gap

For the fall 1995 to 2007 cohorts, the one-year retention rate for African American freshmen at UMBC varied from 86.6% to 92.7% with steady rates of 91% or above for the most recent three years. The African American one-year retention rate was higher than that of White, Asian, or international students each year. During the period 1995 to 2002, the six-year graduation rate for African American students who began as freshmen varied between 53.1% and 62.4%, without a clear trend. This graduation rate was the highest of all ethnic groups in some, but not all, years. The four- and five-year graduation rates follow a similar pattern.

**Six-Year Graduation Rate of UMBC Freshmen by Race by Entry Year**

Race	1997	1998	1999	2000	2001	2002
Asian	59.1%	54.7%	56.7%	53.7%	53.0%	47.8%
African American	57.9%	59.8%	60.0%	58.4%	62.4%	58.0%
International	44.8%	48.8%	60.5%	46.7%	63.9%	63.9%
White	53.1%	54.0%	55.9%	56.1%	59.6%	62.4%

Source: UMBC Retention and Graduation Rates of Fall Cohorts of Degree-seeking Full-time, First-time Freshmen (1995 – 2008)

<http://www.umbc.edu/oir/Databook%20Retention%20and%20Graduation%20Tables/Spring%202009%20ru/freshmen%20race.pdf>

African American transfer students at UMBC have a six-year graduation rate 10 percentage points lower than White transfer students. For the fall cohorts of incoming transfer students 1995 through 2001 the aggregated six-year graduation rate for full-time transfer students was 48.1% for African American students and 57.7% for White students. The graduation rate is particularly poor for African American transfer students who are male. During the 1995 to 2001 period, the aggregated graduation rate of full-time White transfer students compared to full-time African American transfer students were 61% to 51% for females and 54% to 44% for males.

Source: Closing the Achievement Gap April 7, 2008

[http://www.umbc.edu/undergrad\\_ed/documents/Initialproposalandrelatedmaterials\\_000.pdf](http://www.umbc.edu/undergrad_ed/documents/Initialproposalandrelatedmaterials_000.pdf)

and July 3, 2008 update report

[http://www.umbc.edu/undergrad\\_ed/documents/AchievementGapJuly308USMquestionsanswered.doc](http://www.umbc.edu/undergrad_ed/documents/AchievementGapJuly308USMquestionsanswered.doc)

**Six-Year Graduation Rate of UMBC Full-Time Fall Transfer Students by Race and Entry Year**

Race	1998	1998	1999	1999	2000	2000	2001	2001	2002	2002
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Asian	63.4%	51.6%	70.6%	48.4%	68.8%	51.2%	63.9%	25.0%	58.1%	50.0%
African American	43.1%	24.1%	44.1%	28.9%	50.9%	19.3%	54.2%	29.1%	48.3%	20.0%
International <sup>1</sup>	71.4%	14.3%	63.5%	80.0%	75.4%	71.4%	62.1%	50.0%	65.8%	55.6%
White	60.2%	30.2%	60.0%	41.4%	56.9%	39.9%	63.2%	30.4%	60.6%	38.5%

Source: Retention & Graduation Rates of Degree-Seeking New Transfers (Fall Cohorts Only) by Race & FTPT Status

[http://www.umbc.edu/undergrad\\_ed/documents/sept09retentionandgraduationratetables.xls](http://www.umbc.edu/undergrad_ed/documents/sept09retentionandgraduationratetables.xls) (third tab)

**3.1 Actions taken in the last year to support transfer students**

Staff across campus increased support to transfer students. Departments, including Undergraduate Admissions and Orientation, Student Life, Undergraduate Education, and the College of Natural and Mathematical Sciences, implemented the actions below.

- a. Modified the traditional Introduction to an Honors University (IHU) seminar to address the unique needs of transfer students and offered two sections in fall 2008 and three sections in fall 2009. Curricular changes developed specifically for transfer students include enhancing the discussion related to financial literacy and incorporating instruction in dependable strengths with a strong focus on career planning and decision making. With appropriate funding we hope to expand offerings to reach all incoming full-time transfer students.
- b. Developed a Supplemental Instruction (SI) program to be piloted for those courses with the highest rates of D, F, or W grades for transfer students. This pilot was implemented in the fall 2009 semester with Math 150. Given the strong national data on the value of SI, we plan to offer SI with additional courses for the spring 2010 semester.
- c. Extended Freshman-Year Intervention (FYI) to include all students with greater than zero and less than 30 credits. Further expansion is planned to include transfer students with 30 or more credits. FYI alerts students at mid-semester if they are in danger of receiving less than a C in the course. Nearly 50% of students who receive an FYI alert end the semester with a grade of A, B, C, or P in the affected course(s).
- d. Engaged eight community college transfer students in the second year of the College of Natural and Mathematical Sciences Community College Student Transfer Excellence Program (CCCSTEP). CCCSTEP was piloted to investigate and address retention issues specific to STEM community college students who transfer with a GPA of 3.0 or above and to help these students to be successful at UMBC as Biological Sciences, Chemistry, Biochemistry, Mathematics, Statistics, or Physics majors. A third cohort consisting of 12 students has been accepted for the 2009-2010 academic year. This year CCCSTEP includes an external evaluation and is being supported, in part, by a 2009 STEM-Planning Grant from the University System of Maryland.
- e. Implemented a Transfer Student Alliance (TSA) with Montgomery College (MC) and with the Community College of Baltimore County (CCBC). Through TSA, MC and CCBC 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.

<sup>1</sup> N for part-time international students is less than 10 per year.

- f. Increased program-to-program articulation agreements with other community colleges and signed several formal articulation agreements with partner institutions in the fields of Social Work and Information Systems.
- g. Increased scholarships and financial aid to transfer students through Academic Achievement Awards for Transfers, Phi Theta Kappa (PTK) Honor Society scholarships and Transfer Recognition Awards for academically talented students with demonstrated financial need as indicated by the FAFSA.
- h. Improved orientation and advising for transfer students by offering a special Transfer Course Selection Day as well as evening and half-day options for part-time evening students.
- i. Delivered transfer student workshops and sessions addressing advising needs throughout the academic year. To reach those most at risk, Off-Campus Student Services (OCSS) expanded peer advisor selection, training, and programming to address African American males in transition. OCSS student outreach peers offer practical services such as housing referral and support services.
- j. Expanded residence-hall availability for transfer students. While assessments show higher retention rates for residential students as compared to commuting students even when other demographic variables are controlled, scarce campus housing resources have previously been allocated primarily to first-year, first-time students. Residential Life placed limits on upper-class housing to preserve spaces for new transfer students, almost doubling the number of transfer students housed on campus (124 in fall 2008, 232 in fall 2009). Additional beds are proposed as part of hall renovation in order to house even more transfer students by fall 2011.
- k. Engaged 23 transfer students as participants in Living Learning Communities (LLCs), an increase from 18 transfer students last year. Data indicate LLCs are effective in engaging students on campus.
- l. Shifted the focus of the Winter Welcome Week (Jan 2009) to better meet transfer student needs. Transfer students received mailings with information about resources including Off Campus Student Services (OCSS) and the Transfer Student Network. Based on assessment of transfer student needs, Student Life and OCSS organized receptions for transfer students by academic discipline to give these new students the opportunity to meet deans and faculty in their colleges.
- m. Piloted climate-assessment research with African-American male transfer students designated as one of three populations of interest. While the small numbers in this group made quantitative data difficult to interpret with confidence, written comments from surveys and qualitative data from individual interviews and focus groups will provide the foundation to direct future assessment and interventions.
- n. Modified fall welcome week activities to target transfer students in Walker Avenue apartments. A dedicated peer leader connected with 58 transfer students. Social events targeted transfers, beginning with a well-attended social outing to downtown Baltimore.
- o. Developed and delivered a new Transfer Student Network success program beginning in September and continuing throughout the semester. A dependable-strengths workshop for transfer students attracted 12 participants and a related career exploration workshop is scheduled. Transfer Express, a new program, was implemented to give transfer students and non-traditional students evening access to campus organizations, campus life, advising, and educational resources. The program includes four transfer peer advisers who are on call in the day and evening. To date Transfer Express has served 20 transfer students. An academic preparation session facilitated by Commuter Assistant outreach peers and Learning Resource Center (LRC) staff focused on goal-setting, academic priorities, and study skills and served 28 participants.
- p. In the Fall 2009 semester, the Director of Off-Campus and Transfer Student Services (OCSS) organized two projects to address and promote academic success and achievement of African American male transfer students. The two programs are highlighted below:
  - o Student Success and Achievement Gap Roundtable:
    - A discussion with several minority program directors and coordinators from on campus focusing on strategies for connecting with and supporting students of color, particularly male transfer students. Feedback and information from the discussion was used to follow-up with students.
    - The group will meet annually to discuss opportunities for administrators working with special populations.

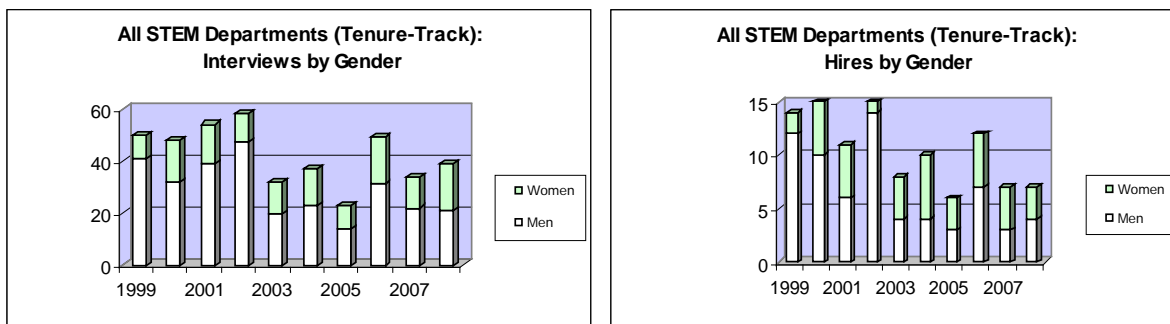
- A “Conversation with African-American Male: Men of Color”:
  - A student information session designed to address and promote academic success for males. Thirty male students participated in the guided-group discussion. Male faculty and staff members participated as role models and resources.
  - Provided safe space for students to discuss issues, concerns, barriers to achievement, and strategies to foster student academic success. Student testimonies focused on seven major themes: preparation, self-directed learning, stereotypes, peer-pressure, self-motivation, finances and stigma associated with tutoring.
  - Generated follow-up sessions and programs now scheduled for the Spring 2010 semester, including: “TSN is harder than I thought”; Men of Color Roundtable II; and a co-sponsored study hall with the National Society of Black Engineers.

#### 4. Recruitment and Support of a Diverse Faculty Body

Since 1999, the UMBC Faculty Diversity Recruitment Initiative has promoted racial and ethnic diversity in faculty hiring. When the ADVANCE Program was established at UMBC in 2003, gender diversity in STEM departments became an explicitly identified goal of the Initiative. Informal observation suggested that the UMBC Faculty Diversity Recruitment Initiative had increased diversity among the candidates brought to campus for interviews, even though the resulting hire might be Caucasian and/or male.

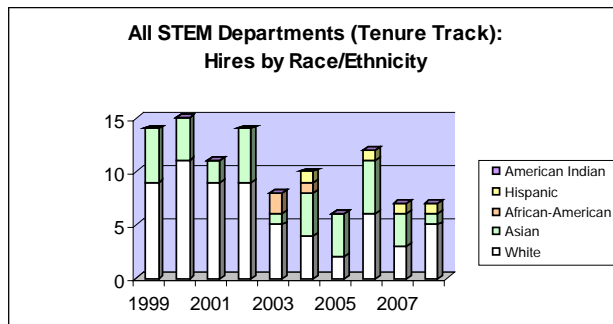
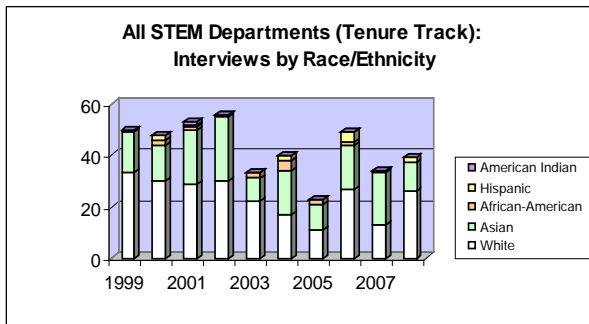
In order to obtain more objective data about the impact of ADVANCE in promoting gender, ethnic, and racial diversity in faculty recruitment, ADVANCE’s internal evaluation team reviewed personnel requisitions for all full-time faculty hires for the period 1999-2008. Initially, the review focused on gender and race/ethnicity in the STEM departments, but the study was later extended to the entire university in order to examine results for STEM departments in comparison to non-STEM departments. The data collected under this project are the most accurate and objective set of data available for tracking the diversity of candidates brought to campus for faculty interviews between the years of 1999-2008.

The two charts below show the results for tenured and tenure-track appointments in the 10 STEM departments included in UMBC’s ADVANCE program with regard to gender diversity in the candidate interview pool and in the cohorts of candidates hired. Over the ten-year period, the numbers of women interviewed increased and, beginning in 2003, the percentage of women interviewees increased markedly. What is even more striking is that the percentage of women among those hired in the STEM departments increased greatly. For the period 2004-2008, women represented 50% of the 42 tenure-track hires in STEM departments.



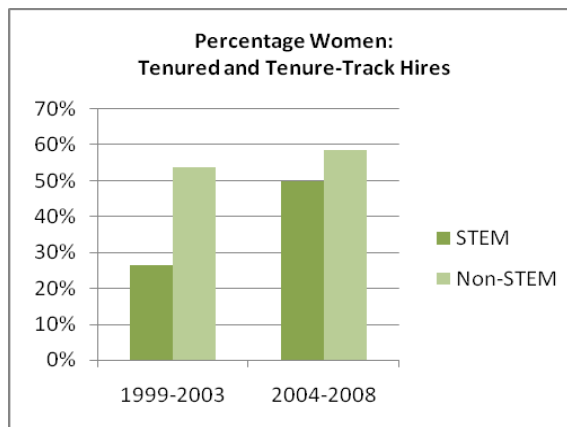
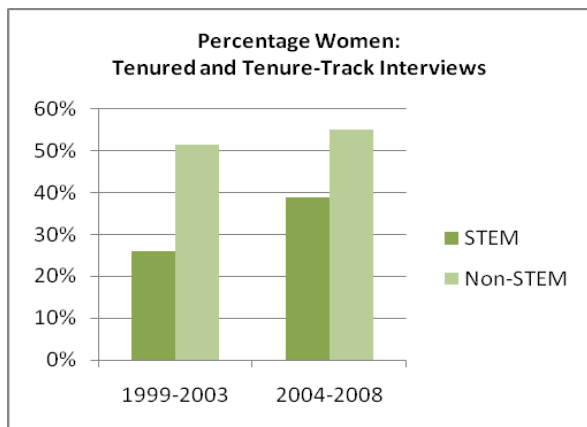
The racial and ethnic diversity of interviewees and those hired (both men and women) is shown in the next two charts. Although there were a number of interviewees from underrepresented groups from 1999-2002, the first successful minority hires occurred in fall 2003, coincident with the beginning of the ADVANCE

program. As of fall 2008, there were two African-American women, one Hispanic woman, and one Hispanic man serving as Assistant Professors in the STEM departments.



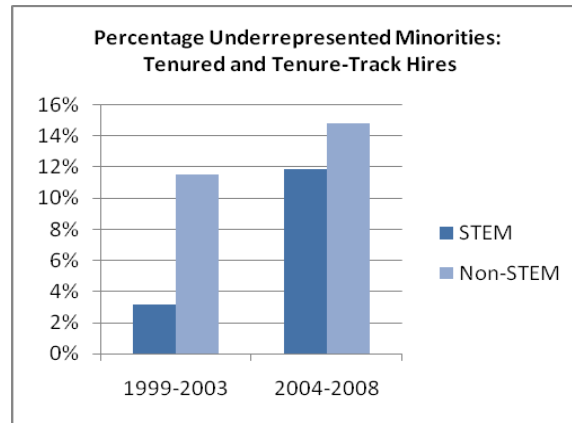
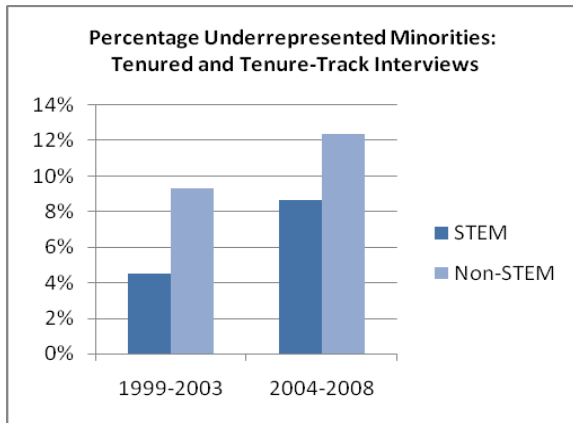
It is informative to compare the results for the STEM departments with the results for the non-STEM departments. Twenty-five non-STEM departments and programs at UMBC are in the College of Arts, Humanities and Social Sciences.<sup>2</sup> The other two non-STEM programs are in the Department of Social Work and the Erickson School of Aging Studies, both of which report to the Provost.

In the charts below, interviews and hires of tenured and tenure-track faculty are summarized for the five year period before the ADVANCE program began (1999-2003) and the next five years (2004-2008) for STEM and non-STEM departments.



In non-STEM departments, 51.5% of interviewees were women in 1999-2003, and the percentage rose slightly, to 55.1%, in 2004-2008. In the STEM departments women represented only 26.1% of the interviewees before ADVANCE and 39.0% during ADVANCE. The increase in women interviewees was accompanied by an even greater increase in the percentage of women among the new STEM faculty hires. Prior to ADVANCE women constituted only 26.6% of tenured and tenure-track hires, whereas during ADVANCE the percentage rose to 50.0%. This increase cannot be attributed solely to an increase in the numbers of women interviewed. Prior to ADVANCE, women in STEM were hired in proportion to their share of the interviewee pool (i.e., 26.1% of interviewees and 26.6% of faculty hired). During ADVANCE, women in STEM were hired at a much higher rate. This effect was not seen in the non-STEM departments where a slight increase in the percentage of women interviewees was accompanied by a similar increase in the percentage of women hired.

<sup>2</sup>The College's Department of Geography and Environmental Sciences, which joined the ADVANCE program in 2006, is considered a STEM department for these analyses.



The results for underrepresented minorities show increases in the percentages of interviewees and hires for both STEM and non-STEM departments. This is encouraging given the emphasis placed by the Provost on diversifying candidate pools. The increase in minority faculty hires was particularly notable for the STEM departments, which hired two minority faculty members during the five years preceding ADVANCE and five during ADVANCE.

NSF-funding for ADVANCE will end on February 28, 2010. UMBC has created an ADVANCE sustainability plan which includes the creation of the position of ADVANCE Program Coordinator in the Provost's Office. This position will support initiatives designed to hire, retain, and advance women and under-represented minority faculty at UMBC. In addition, the Provost has created an ADVANCE Executive Committee which will provide counsel and guidance on programmatic initiatives designed to advance women in STEM and at UMBC, more generally. A second Executive Advisory Committee designed to address concerns and issues specifically associated with the hiring, retention and advancement of under-represented minority faculty will convene in March. The work of these executive committees will be coordinated by the Vice Provost for Faculty Affairs who will provide regular reports to the Diversity Council.

In addition, the Center for Women and Information Technology (CWIT) has hired an Associate Director who will be responsible for initiating, evaluating, and identifying funding sources for programming that supports women and underrepresented minority students in The College of Engineering and Information Technology.

## 5. Initiatives for Graduate Students

PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (AGEP) is a coalition of three institutions within the USM dedicated to increasing the number of minorities who earn Ph.D.s in STEM fields. PROMISE has an additional goal of preparing our students to be successful in their careers, with a focus on the professoriate. This NSF-funded alliance, formed in 2002 and led by UMBC, is made up of the three state-supported research universities in Maryland: UMBC, University of Maryland, College Park (UMCP), and the University of Maryland, Baltimore (UMB). PROMISE embraces the notion that we must educate the whole person through a comprehensive suite of programs. PROMISE builds on a number of initiatives, including the Meyerhoff Scholars, at the undergraduate and graduate levels that have been quite successful on the individual campuses and within partnerships between some of the alliance institutions. Key programs include Graduate Horizons, a weekend-long workshop on graduate education for students from across the U.S. and Puerto Rico, success seminars, community-building retreat, and professors-in-training.



Figure 1 shows the increase in underrepresented minority graduate student enrollment in STEM (natural sciences and engineering only) master's and Ph.D. programs at UMBC since the introduction of our NSF-funded programs to broaden participation. The impact on enrollment is clear and dramatic with enrollment more than doubling in a short period of time. The production of URM STEM Ph.D. students is equally impressive, as shown in Figure 2 that compares the decade before and the four years following introduction of our broadening participation programs.

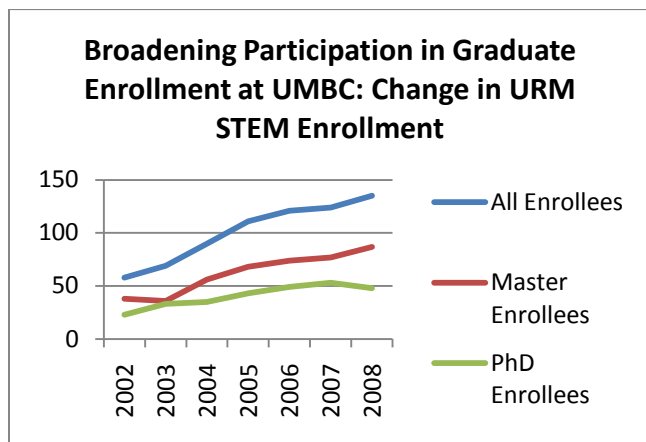


Figure 1

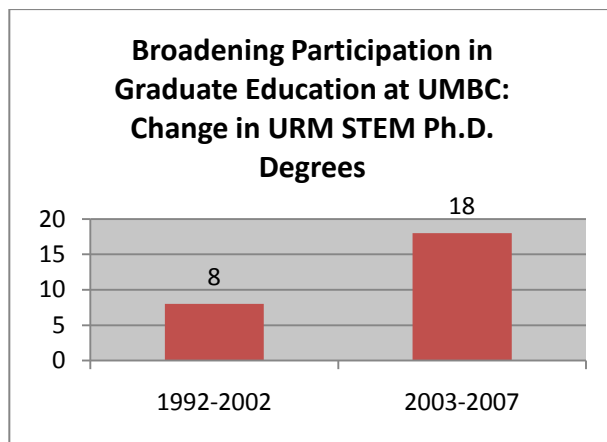


Figure 2

## 6. Progress on Campus Climate Survey

The Office of the Vice President for Student Affairs conducted a pilot study in 2008-2009 using the Educational Benchmarking Inc. (EBI) Campus Climate Assessment Instrument. The survey assessed students' perceptions of and experience in UMBC's diverse learning environment. The response rate was 23.4%, with 622 graduate and undergraduate students completing the online survey. Broad analysis suggests that the overall campus climate for diversity is positive.

## 7. Campus-based hate crimes and bias-motivated incidents

The following is the list of hate crimes and bias-motivated incidents for 2009:

- One (1) – Written Intimidation – Religious – Anti-Jewish
- One (1) – Written Intimidation – Sexual – Anti-Bisexual
- One (1) – Written Intimidation – Sexual – Anti-Homosexual (Gay & Lesbian)

## 8. Resources used and needed

UMBC has allocated very substantial resources to providing financial support to its diversity programs. These include the support for scholarship and staff programs such as the Center for Women and Information Technology and the Meyerhoff Scholarship program. Additionally, a program designed to enhance hiring of faculty from under-represented groups has been established. The funds in this program were used last academic year to hire an outstanding African-American male faculty member in our Chemistry and Biochemistry department. Funds for two additional positions are allocated this academic year. All together, it is estimated that cumulatively over \$5 million dollars have been committed to the above activities.

UMBC has also been very successful in raising funds from external sources. Recruitment and retention of a culturally diverse faculty body has been supported by the NSF-funded ADVANCE program. This funding will end on February 28, 2010 and a sustainability plan has been implemented as described in section 4 of

this report. UMBC has also received a NSF-funded “Bridge to the Doctorate” grant that is funding 12 Graduate Research Assistantships for undergraduates from the NSF Louis Stokes Alliance for Minority Participation (LSAMP) Program.

Additional external funds raised include awards from a variety of NSF programs (Louis Stokes Alliance for Minority Participation (LSAMP), Meyerhoff Scholars in Natural and Mathematical Sciences, Scholarships in IT & Engineering, Maryland Alliance for Graduate Education and the Professoriate (AGEP)), Federal TRIO programs and McNair Scholars program, NIH programs (Meyerhoff Scholars Program, MARC U\*Star Program, Expanding Participation by Minorities in Biomedical Sciences, The Interdisciplinary Quantitative Bioscience Program at UMBC), the U.S. Department of Education (various GAANN doctoral programs) and the National Security Agency (Meyerhoff Scholarship Program, NSA Scholars at UMBC).

Budget constraints have prevented us from aggressively pursuing our recruitment goals for additional faculty members from historically under-represented groups as initially delineated in the UMBC Diversity Plan.

The lack of new resources in the face of severe budget cuts has curtailed our plans to provide special programming to every transfer student entering UMBC this year. Furthermore, the students who most need the support of a success seminar or supplemental instruction program are the students least likely to select these options. Advisors strongly recommend and encourage participation by students whose profiles suggest a specific need for support. Without a mandate, however, many students who would benefit the most from these programs do not participate. A required First-Year Experience for all incoming students would insure that students from all backgrounds and levels of preparation receive a strong foundation and support system when they begin classes at UMBC.

Transfer students are often employed and take classes outside of regular business hours. These students express the need for academic advising, financial services, and access to administrative offices during evening hours. A related challenge is to extend programming hours to include evenings and weekends, and to provide other forms of instruction, particularly on-line course delivery.

All achievements to date for transfer student-related initiatives have been completed with reallocated funds or through responsibilities added to existing staff roles and responsibilities. The ability to replace and/or hire new personnel is also a major challenge. If we were to hire new personnel, however, space could become problematic.

## **9. Demographic Data**

Demographic data for faculty, staff and students (undergraduate and graduate combined) for Fall 2008 and 2009 is shown in the next table. No significant changes in pattern have occurred between the two time points.

Demographic Data for Diversity Progress Report

		Fall 2008						Fall 2009					
		Female	% of Females	Male	% of Males	Total	% of Total	Female	% of Females	Male	% of Males	Total	% of Total
Staff	American Indian/Alaska Native	3	0.4%	2	0.4%	5	0.4%	3	0.4%	2	0.4%	5	0.4%
	Asian/Pacific Islander	25	3.3%	15	3.2%	40	3.3%	22	3.0%	17	3.7%	39	3.3%
	Black, non-Hispanic	198	26.2%	78	16.8%	276	22.6%	195	26.8%	81	17.6%	276	23.2%
	Hispanic	10	1.3%	9	1.9%	19	1.6%	8	1.1%	10	2.2%	18	1.5%
	Nonresident alien	2	0.3%	1	0.2%	3	0.2%	1	0.1%	1	0.2%	2	0.2%
	White, non-Hispanic	519	68.6%	358	77.3%	877	71.9%	498	68.5%	350	75.9%	848	71.4%
	Total	757	100.0%	463	100.0%	1,220	100.0%	727	100.0%	461	100.0%	1,188	100.0%
Tenure-Track Faculty	American Indian/Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Asian/Pacific Islander	15	10.3%	26	11.2%	41	10.8%	19	13.0%	31	13.2%	50	13.1%
	Black, non-Hispanic	10	6.9%	11	4.7%	21	5.6%	9	6.2%	10	4.3%	19	5.0%
	Hispanic	3	2.1%	3	1.3%	6	1.6%	4	2.7%	3	1.3%	7	1.8%
	Nonresident alien	15	10.3%	18	7.7%	33	8.7%	9	6.2%	14	6.0%	23	6.0%
	Race/ethnicity unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	White, non-Hispanic	102	70.3%	175	75.1%	277	73.3%	105	71.9%	177	75.3%	282	74.0%
Total	145	100.0%	233	100.0%	378	100.0%	146	100.0%	235	100.0%	381	100.0%	
Non-Tenure Track Faculty	American Indian/Alaska Native	2	0.8%	0	0.0%	2	0.3%	2	0.8%	1	0.3%	3	0.5%
	Asian/Pacific Islander	20	7.8%	46	12.0%	66	10.3%	26	10.4%	56	14.5%	82	12.9%
	Black, non-Hispanic	26	10.1%	13	3.4%	39	6.1%	21	8.4%	14	3.6%	35	5.5%
	Hispanic	2	0.8%	3	0.8%	5	0.8%	3	1.2%	2	0.5%	5	0.8%
	Nonresident alien	25	9.7%	65	17.0%	90	14.1%	24	9.6%	59	15.3%	83	13.1%
	Race/ethnicity unknown	1	0.4%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	0	0.0%
	White, non-Hispanic	182	70.5%	255	66.8%	437	68.3%	175	69.7%	253	65.7%	428	67.3%
Total	258	100.0%	382	100.0%	640	100.0%	251	100.0%	385	100.0%	636	100.0%	
Total Faculty	American Indian/Alaska Native	2	0.5%	0	0.0%	2	0.2%	2	0.5%	1	0.2%	3	0.3%
	Asian/Pacific Islander	35	8.7%	72	11.7%	107	10.5%	45	11.3%	87	14.0%	132	13.0%
	Black, non-Hispanic	36	8.9%	24	3.9%	60	5.9%	30	7.6%	24	3.9%	54	5.3%
	Hispanic	5	1.2%	6	1.0%	11	1.1%	7	1.8%	5	0.8%	12	1.2%
	Nonresident alien	40	9.9%	83	13.5%	123	12.1%	33	8.3%	73	11.8%	106	10.4%
	Race/ethnicity unknown	1	0.2%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
	White, non-Hispanic	284	70.5%	430	69.9%	714	70.1%	280	70.5%	430	69.4%	710	69.8%
Total	403	100.0%	615	100.0%	1,018	100.0%	397	100.0%	620	100.0%	1,017	100.0%	
Students	American Indian/Alaska Native	23	0.4%	30	0.5%	53	0.4%	25	0.4%	36	0.5%	61	0.5%
	Asian/Pacific Islander	1,073	18.4%	1,182	18.4%	2,255	18.4%	1,112	18.1%	1,208	17.9%	2,320	18.0%
	Black, non-Hispanic	1,073	18.4%	836	13.0%	1,909	15.6%	1,117	18.2%	885	13.1%	2,002	15.6%
	Hispanic	224	3.8%	228	3.5%	452	3.7%	217	3.5%	246	3.7%	463	3.6%
	Nonresident alien	356	6.1%	423	6.6%	779	6.3%	399	6.5%	505	7.5%	904	7.0%
	Race/ethnicity unknown	226	3.9%	209	3.2%	435	3.5%	223	3.6%	212	3.1%	435	3.4%
	White, non-Hispanic	2,857	49.0%	3,528	54.8%	6,385	52.0%	3,044	49.6%	3,641	54.1%	6,685	51.9%
Total	5,832	100.0%	6,436	100.0%	12,268	100.0%	6,137	100.0%	6,733	100.0%	12,870	100.0%	

Prepared by UMBC Office of Institutional Research, January 2010: SOURCES: OIR Prod.UMBCDW.EMPLOYEES; UMBCDW.LSA\_HEIS\_PLUS