

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



**APRIL 2, 2015**

## I. The UMBC Diversity Plan and Progress

Throughout 2014, 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 fifth consecutive year of recognition in the Chronicle of Higher Education's annual Great Colleges to Work for Survey, which recognized UMBC for diversity in 2014. 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. Progress on these and 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 Maximizing Access to Research Careers Undergraduate Student Training in Academic Research (MARC U\*STAR) Program at UMBC has been renewed through May 2015. This year the grant provides financial support, academic advising and professional development to 37 undergraduate junior and senior underrepresented groups (African-Americans, Hispanics, Native Americans, Pacific Islanders, financially disadvantaged, and handicapped persons) who pursue a PhD degree and a research career in the biomedical and behavioral sciences and mathematics. A competing continuation proposal was submitted 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 345 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, 79% of MARC alumni entered either a Ph.D. or a combined M.D. /Ph.D. program. To date 75 program alumni have earned a Ph.D. in a field of biomedical science; this includes 15 who have earned an M.D./Ph.D. dual degree.

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 and underrepresented minorities 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 2014, CWIT served a total of 83 Scholars (up from 65 in fall 2013) in three programs - 44 CWIT Scholars, 16 T-SITE (NSF S-STEM funded) and 23 Cyber scholars (funded by the Northrop Grumman Foundation). Eighty-nine percent of the CWIT Scholars, 53% of the Cyber Scholars, and 56% of the T-SITEs are women. The Cyber and T-SITE Scholars are also ethnically/racially diverse. Twenty-two percent of the Cyber Scholars are from underrepresented racial groups—17% African American and 4% Hispanic. Thirty-seven percent of T-SITE scholars are African American—half entered the program as Permanent Residents from five different countries. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2014 (N=146) have either graduated in a COEIT major or are currently enrolled. The average GPA of current CWIT Scholars at the end of the fall 2014 semester was 3.65.

In addition to the Scholars, CWIT provides academic, personal, and professional development support to a growing number of CWIT Affiliates and Cyber Affiliates (primarily women; no scholarship support). In 2013-2014, the most recent year for which there is a complete set of attendance data, there were 156 CWIT Affiliates and 48 Cyber Affiliates. Seventy-one percent of the CWIT Affiliates were women and 21% African American or Hispanic. Thirty-seven percent of the CWIT Affiliates entered UMBC as transfer students. All Affiliates are invited to participate in CWIT community-building events, academic and career programming, service learning activities, and peer mentoring. A total of 671 students (Scholars, Affiliates, and other students) participated in Affiliates events in AY14. This is up from 339 in AY13. The growth is due to the increase in the number of scholars and CWIT Affiliates as well as the addition of the Cyber Affiliates program in fall 2013.

In May of 2014, all 2013-2014 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 57 students out of the 283 invited to complete the survey responded (20% response rate). Seventy-four percent of

respondents were women and 38% were new freshman and transfer students in the College. Ninety-three percent of all respondents agreed that CWIT was a valuable resource for women in the College. Eighty-four percent rated their experience as a CWIT Affiliate as Excellent or Good and 88% said that they would recommend the Affiliates Program to new students. Ninety percent 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.

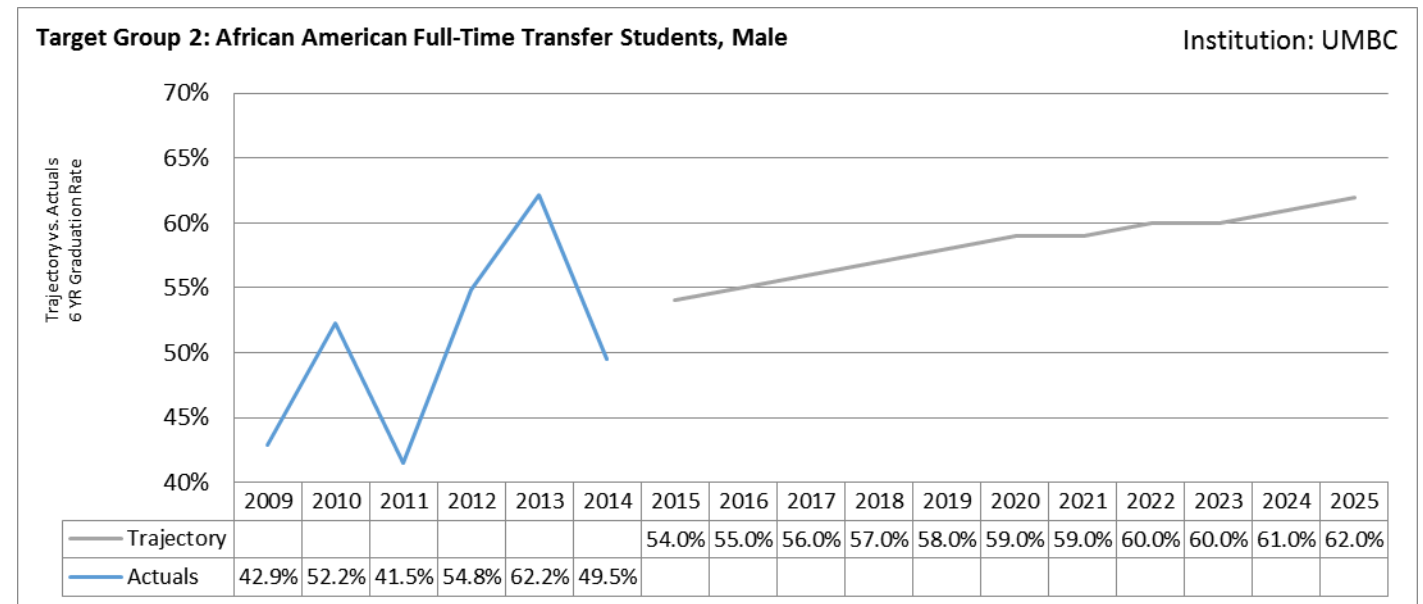
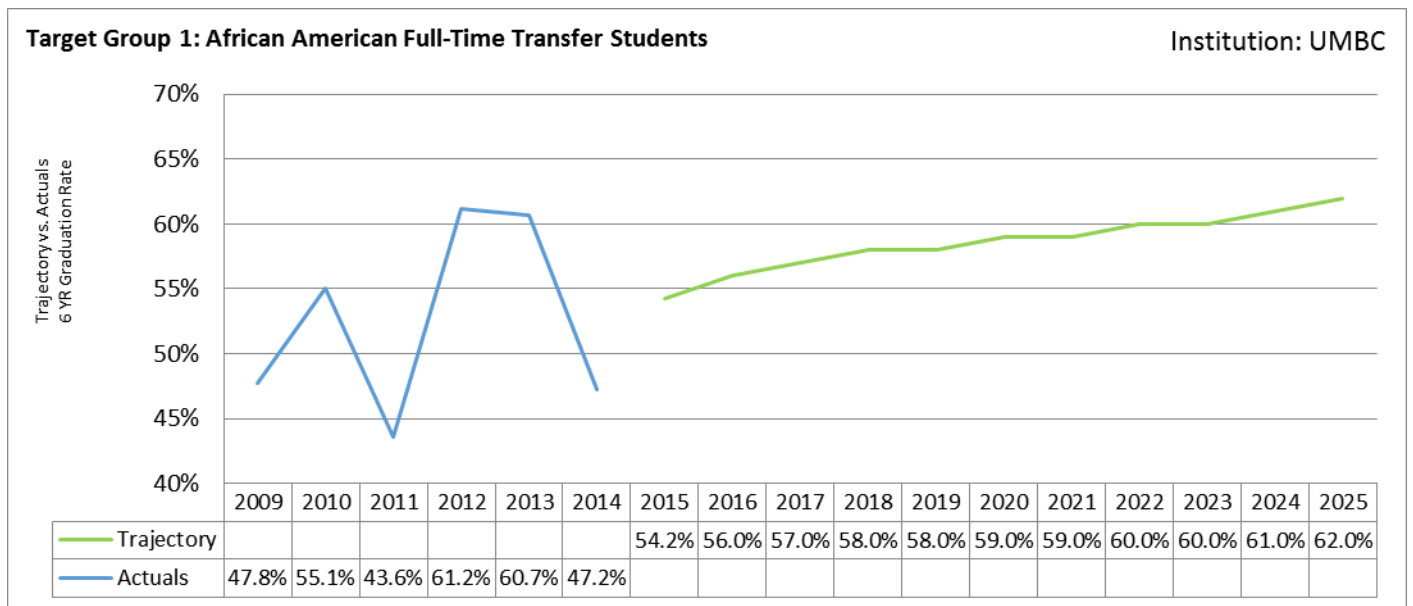
In addition to the NSF-funded T-SITE Scholars project , CWIT has been involved in two other research projects related to increasing the diversity of students interested in and pursuing undergraduate computing degrees. The CE21-Maryland planning project ended this year. It built relationships among high school teachers, community college and university faculty, and state education administrators to gain support for long-term improvements in high school computing education. The second, 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. The project is in its final year and data analysis is underway. 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 2014-2015 a total of 6 staff and 300 students from the Meyerhoff Scholars Program (with 66% 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, Southern Methodist University 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. Overall, for freshmen there has been an increase in Hispanic/Latino applicants/admitted/enrolling students from 379/217/64 in 2010 to 818/400/94 in 2014. For transfer applicants, there has been an increase from 143/110/62 in 2010 to 193/152/98 in 2014.

5. In October 2014, NIH has granted UMBC over \$18 million to create a national model of comprehensive support to expand and increase the success of students seeking degrees in STEM. This initiative (STEM BUILD@UMBC) includes collaboration with five community colleges, Gallaudet University and the University of Maryland School of Medicine. This initiative will focus on high-potential students who are at risk for not completing their STEM degrees but who, with extra support, are likely to succeed.

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

The University of Maryland, Baltimore County (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 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 fall 2008 cohort of African American transfer students (N=193) had a graduation rate 13.5 percentage points lower than the prior cohort. The drop for African American male transfer students was 12.7 percentage points. In comparison, white male transfer students saw a drop of 1.8 percentage points. Five-year graduation rates for the fall 2009 cohorts suggest that these disparities may continue next year even though we anticipate that the overall six-year graduation rate for new transfers will begin to rebound, similar to the rate for new freshmen. In addition, the retention rates of African American transfer students in more recent cohorts as compared to the overall and white cohorts suggest that the race and gender disparities in graduation rates may dissipate over time. For example, the one-semester retention rate of African American transfer students entering UMBC in fall 2013 was 94.1 percent compared to 92.5 percent for white transfer students and 92.6 percent for all new transfer students in that term.

1. UMBC's Extra Credit campaign has entered its 3<sup>rd</sup> 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 several distinctive messages designed only for transfer students.
2. The STEM Transfer Student Success Initiative (t-STEM) is an innovative multi-institutional collaboration designed to support the successful transition to UMBC by students from Anne Arundel Community College (AACC), Community College of Baltimore County (CCBC), Howard Community College (HCC) and Montgomery College (MC). The Initiative focuses on students who are pursuing fields of study in science, technology, engineering, and mathematics. Based on this partnership, a complementary goal of the t-STEM Initiative is the development of a national model for the collaboration of two-year and four-year institutions seeking to enhance the success of transfer students in STEM fields.
3. The highlight of the past year (2014) was the launch, expansion, and refinement of the Initiative's website ([stemtransfer.org](http://stemtransfer.org)). It unifies and connects the work that is being done across the Initiative, and illustrates the importance of a comprehensive and longitudinal approach to transfer success. It provides resources, tools, information, and support for potential and current STEM transfer students across the institutions; this web content will also be utilized by faculty and staff in a variety of ways. The curriculum content is being

developed by inter-institutional teams of chemistry and math faculty engaged in ongoing curricular alignment work, while the other topical areas are being developed by inter-institutional and intra-institutional teams of expert staff (e.g., financial aid officers serve as experts for the financial planning content). In addition, t-STEM Instructional Workshops hosted on the community college campuses complement the web-based content, and feature important topics such as internships, undergraduate research, and career readiness. In the fall of 2014, five distinct themes were showcased in nine workshops with an approximate total of 200 student attendees.

Support networks are also critical to the work of the Initiative. A cadre of 6 Pre-Transfer Advisors (PTAs) provides important academic and career information for students through drop-in and scheduled appointments. UMBC's PTA also provides online services through Skype and Google+ Hangout Events, and maintains a Google+ Profile Page to enhance outreach. Across institutions, preliminary data show that the PTAs collectively served an average of 786 students each semester of 2014, with a total number of 2,831 interactions over the course of the year. The Peer Alumni from Community Colleges (PACC), current UMBC students who transferred from partner community colleges, provide peer mentoring and programming for prospective and current transfer students from partner institutions. Across the institutions, the PACC team organized 18 distinct programs with a total of approximately 755 students in attendance (please note: students may have attended more than one program). PACC also collaborated with the Transfer Student Network at UMBC to co-sponsor 9 weekly programs with approximately 47 STEM-declared students in attendance. These programs addressed topics such as transfer readiness, campus involvement, health, research, and internships.

4. 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 67 associate's degrees. In addition, two UMBC Enrollment Management staff members were awarded an MHEC Adapts Grant for \$25,000 that will help to dramatically expand the marketing and strategic advising associated with the initiative.
5. Over 2200 Summer 2013 Orientation evaluations were collected from incoming students (including transfers). Results indicated that:
  - 97.7% of students completing the evaluation were either very satisfied or satisfied with their academic advisor.
  - 88.4% of students completing the evaluation were either very satisfied or satisfied with their final academic schedule.
  - 95.8% of students completing the evaluation were either very satisfied or satisfied with their overall advising experience.
  - 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).

6. Implemented an academic seminar for transfer students (TRS 201)
  - Student self-assessment continues to show 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.
  - 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.

<b>TRS Student Retention Compared to Overall Transfer Retention</b>					
<b>Semester</b>	<b>TRS Student N</b>	<b>TRS Student one-Semester Retention</b>	<b>UMBC Transfer-Student One-Semester Retention</b>	<b>TRS Student One-Year Retention</b>	<b>UMBC Transfer-Student One-Year Retention</b>
<b>Fall 2011</b>	30	96.7%	88.9%	93.3%	80.1%
<b>Spring 2012</b>	11	90.9%	81.7%	90.9%	76.2%
<b>Fall 2012</b>	58	89.7%	87.6%	84.5%	78.8%
<b>Spring 2013</b>	14	85.7%	85.6%	85.7%	80.2%
<b>Fall 2013</b>	75	96.0%	90.3%	93.3%	82.89%
<b>Spring 2014</b>	15	92.3%	88.5%	92.3%	81.5%

Data are from TRS program records and Institutional Research and Decision Support.

7. Added Supplemental Instruction (SI) for courses which have been difficult for transfer students
  - In AY 2013-2014, we offered SI in 13 courses (up from 12 courses in the prior year) serving 2,793 students (nearly identical to 2,784 students served in the prior year). Among the 1,101 students who participated in SI, 85 percent (932) earned an A, B, or C in the course (up from 80 percent in the prior year). Among the 1,692 non-SI students, 67 percent (1130) earned an A, B, or C (up from 64 percent in prior year).
  - Among the 340 transfer students participating in SI (up from 331 in the prior year) 76 percent (258) earned an A, B, or C in the course (up from 73 percent in the prior year). Among the 521 transfer students who did not participate in SI (up from 499 in the prior year), 56 percent (291) earned an A, B, or C in the course (down from 57 percent in the prior year).
  - Among the 32 African American male transfer students who participated in SI, 81 percent (26) earned an A, B, or C in the course (compared to 72 percent in the prior year). Among the 46 who did not participate in SI, 57 percent (26) earned an A, B, or C (compared with 37 percent the prior year).
8. 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 Coordinator of Transfer Academic Initiatives and Pre-Transfer Advising in the Office of Undergraduate Education identified all off-campus transfer students (n=536) 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 spring 2014 semester.
  - All 536 students received an e-mail asking them to make an appointment with the Coordinator.
  - Sixteen percent of the students (84) completed an in person appointment.
  - Students who attended appointments reported receiving help with time management, study skills, and key encouragement at a difficult time.
9. 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), Anne Arundel Community College (AACC), and Howard Community College (HCC) 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 981 students (see chart below).

**Transfer Student Alliance Results 2008 - 2013**

<b>Admit Year</b>	<b>Program-to-date enrollment</b>	<b>Admitted to UMBC</b>	<b>Enrolled at UMBC</b>	<b>TSA Merit Aid</b>
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 Maximizing 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 76 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) and Pharmaceutical Sciences at the University of Maryland, Baltimore. An additional 73 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only seven URM students earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 19 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). The PROMISE AGEP was awarded one of the few "AGEP Transformation (AGEP-T)" grants in 2013, a \$1.75 million initiative that 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. UMBC serves as a national leader in the AGEP space and has seats on two AGEP advisory boards, one for Historically Black Colleges and Universities (Tuskegee Alliance to Forge Pathways to Academic Careers in STEM), and one that particularly focuses on the American Indian/Native American population (The Pacific Northwest Alliance for Graduate Education and the Professoriate). PROMISE maintains an online presence via a series of websites (e.g., <http://www.umbc.edu/promise> (more than 100,00 hits), 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](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:

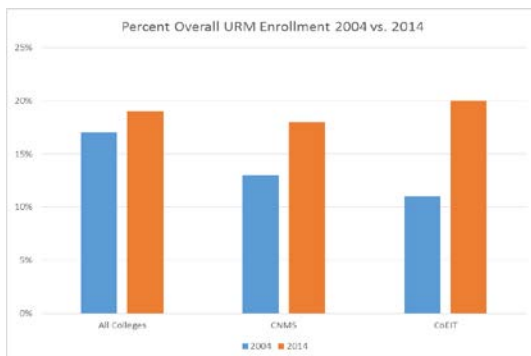
- Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Celebration of Graduates, Faculty/Staff/Student Connections Opening Meetings, and monthly seminars that advance professional development and academic competencies*. Meetings include graduate students, postdocs, faculty, and staff. Monthly seminar attendance ranges between 60 and 100 participants. "Holistic" professional development seminars include the Financial Literacy series (sponsored by a TIAA-CREF grant to the Council of Graduate Schools), psychological well-being, and a new series on Career-Life Balance (sponsored by a new grant from the National Science Foundation). The Advanced Statistics series led by Dr. Christopher Rakes of the Department of Education continues to be a popular workshop that participants attend to improve research methodology. All seminars draw a diverse group of graduate students. The Office of Postdoctoral Affairs offers seminars and workshops that serve all postdocs, with particular attention to the Postdoctoral Fellows for Faculty Diversity, and the new PROMISE AGEP-T postdoctoral fellows.
- The PROMISE Summer Success Institute (SSI) is an annual conference, founded in August 2003 that brings 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. An extended PP&P track for "Postdocs, Professors, and Professionals" also draws alumni, and minority STEM professionals from the region. The SSI includes underrepresented minority (URM) graduate students, postdocs, alumni, and faculty, and includes external minority faculty from other universities who serve as "Mentors-in-Residence" for the 2-day conference. This event draws more than 200 attendees each year, and now includes

participants from several schools within the University System of Maryland (USM). The System has actively supported these efforts through the participation from the USM's Office of Academic Affairs. Events for PROMISE continue to have waitlists.

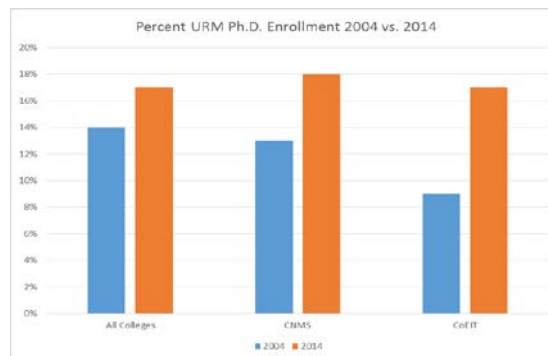
- The PROMISE models for preparing students for graduate study, professional development, capacity building, and communities of practice have been discussed in publications, <http://promiseagep.wordpress.com/publications/>, and are being modeled by other universities and organizations in the U.S., the Caribbean, and Latin America. Information about PROMISE and graduate student diversity has been published by journals and organizations such as *Academic Medicine*, the *American Society for Engineering Education (ASEE)*, the *Latin and Caribbean Consortium of Engineering Institutions (LACCEI)*, the *World Engineering Education Forum/ International Conference on Interactive Collaborative Learning (WEEF/ICL)*, and the conference on *Understanding interventions that broaden participation in research careers*. The publication of the article on “The Jessica Effect” by the AAC&U Peer Review, a journal of the American Association of Colleges and Universities, has led to more inclusion of family and members of students’ support systems at university events. “The Jessica Effect” is being encouraged as a model by the Annual Biomedical Research Conference for Minority Students, (R. G. Tull, P. Ordóñez, F. Carter-Johnson, B. Zayas, A. Byars-Winston, M. Cortes-Rodriguez, “The Jessica Effect: Valuing Cultural and Familial Connections to Broaden Success in Academe,” AAC&U Peer Review, 2014.).

UMBC’s overall graduate student population has nearly doubled over the past 15 years, increasing from approximately 1,400 students in 1999, to 2,600 students in 2014. Since the introduction of our NSF-funded programs to broaden participation, enrollment of graduate students from underrepresented minority (URM) groups has grown from 17% of the overall population in 2004 to 19% in 2014. However within the College of Natural and Mathematical Sciences (CNMS) this corresponding change is from 13% to 18%, and is even more pronounced in the College of Engineering and IT (COEIT), growing from 11% to 20%. For Ph.D. students, URM enrollment has increased from 14% of the population to 17%. The change for CNMS is similar to the overall population; however, within the COEIT the proportion of URM students has nearly doubled from 9% to 17%. 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 2014-2015*

UMBC hired 30 new full-time faculty for appointments in AY 2014-2015. Overall, 20% (N=6 of 30) of all new instructional faculty and 23% (N=5 of 22) of the new TT/T faculty were members of underrepresented minority groups. However, during the same period, UMBC lost three underrepresented minority assistant professor faculty members due to resignation. 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 24% (N=47 of 197). However, during this same time period, UMBC lost one tenured female STEM faculty due to resignation. 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. *Interfolio*- UMBC has implemented Interfolio's ByCommittee online platform for full life-cycle faculty recruitment. In addition to allowing for the electronic receipt and review of all candidate application materials, this technology also allows the tracking of candidate pool diversity in the aggregate.
2. *Implicit Bias Search Committee Training* - these Dean-led annual workshops, train search committee chairs on how to minimize implicit biases in faculty searches.
3. *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. Fellows from the second cohort are completing their two-year appointments and on July 1, 2015, UMBC fellows for the third cohort will begin their appointments.
4. *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 continue to use our "We're Changing Minds, Come Join Us," brand-slogan on our Faculty Diversity Brochures and Website, promotional items, and also in such targeted publications as *Diverse* highlighting the accomplishments of a number of our exceptional faculty of color. 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.

### 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. *On-Ramps* - This 2-year NSF EAGER Award pilot-project provides calibrated support at critical junctures to post-family leave associate professor women in STEM to accelerate research productivity while minimizing the effects of productivity gaps.
4. *Eminent Scholar Mentor Program*- a program that facilitates mentoring relationships between all new faculty and prominent external researchers in their fields.
5. *ADVANCE Leadership Cohort*- this initiative uses a cohort model and focuses on intentional career advancement for women in STEM. In the Fall 2014, five women associate professors in STEM formed the 4th ADVANCE Leadership Cohort.
6. *Faculty ADVANCEment Workshops*- these workshops are open to all faculty and address issues related to career advancement. We hosted a Fall 2014 workshop on Promotion to Full, a Spring 2015 workshop on developing faculty web-presence, and we are planning a Spring 2015 workshop on the tenure and promotion process.
7. *Campus community building activities*- are on-going with the addition of our newly established Women’s Faculty Network to our already extant Latino/Hispanic Faculty Association, Women in Science and Engineering (WISE), and College of Arts, Humanities, & Social Sciences’ Black Faculty Committee, and LGBT Faculty/Staff Association.

### 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 412 tenure/tenure track faculty, there are currently 29 (7%) Black/African American faculty and 19 (5%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 47 (24%) 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 a research best practices for developing an Emergent Scholars program that invites URM PhD candidates to visit campus and give a departmental research talk.

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 29 Black/African American faculty, eight (28%) are at the Assistant rank, fourteen (48%) are at the Associate Professor rank, and seven (24%) faculty are Full Professors. In terms of the 19 Latino/Hispanic faculty, six (32%) are at the Assistant Professor rank, eleven (58%) at the Associate Professor and two (11%) are Full Professors. The numbers for women faculty in general are 166 (40%) faculty, out of which 53 (32%) are at the Assistant Professor rank, 76 (46%) are at the Associate Professor rank and 37 (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. Through our ADVANCE program, we are offering more programming tailored to associate professor needs.
3. *Base-funding* will be required in order to fully institutionalize the *UMBC Postdoctoral Fellows Program for Faculty Diversity* beyond the 3rd cohort and to fund an Emerging Scholars Initiative. 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 postdoctoral 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 for associate professors.

### **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 fifth consecutive year of recognition in the Chronicle of Education's annual Great Colleges to Work For Survey, which recognized UMBC for diversity in 2014. The staff is comprised of 28.5% minority and 61.52% 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, 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 from relevant departments 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, and identifies campus professionals who can answer questions and respond to concerns or complaints.
- 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.
- New employees are briefed on campus policies that support diversity and inclusion during their orientation, and complete online training regarding Sexual Misconduct Awareness Prevention and Response, 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". Online training, Preventing Workplace Harassment, is being customized for 2015 staff training as an additional support for diversity and inclusion.
- 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 as well as faculty.

In addition to the benefits package including Tuition Remission, staff are 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*

##### 1. University Health Services

University Health Services (UHS) targeted health education programming, events and services to the following specific populations on campus during the 2013-2014 academic year (July 1, 2013 – June 30, 2014):

- Women:
  - Breast Cancer Awareness (30 students)
  - Sexual Assault & Relationship Violence Awareness (690 students)
  - Women's Health Education Seminars (31 patients)
- LGBTQ & International Students:
  - Mosaic Center Diversity Fairs (130 students)
  - Sexual Health & HIV/AIDS Awareness (570 students)

##### 2. Career Services Center

- Fall 2014 Diversity Recruitment Event: 174 students and 33 employers registered
- BEYA Conference 2015 (Black Engineer of the Year): 227 UMBC students register vs. 190 students register in 2014.

##### 3. Residential Life

- Renovations to Hillside and Terrace apartments, and Potomac Residence Hall to include the Americans with Disabilities Act (ADA) compliance upgrades
- 24 students w/physical ADA accommodations in student housing (visual, hearing, mobility, wheelchair, service animal, emotional assistance animal)
- 40 students living in Gender-Neutral housing (17 at Walker Avenue Apartments, 22 in Residential Life apartments, and one in a single room in the residence halls)
- 50 programming initiatives that addressed multicultural exploration
- Student Staff diversity training – over 250 students
  - Topics included
    - Overview of diversity



- Disability
  - Mental Health
  - Learning and resources available
  - Voices Against Violence program (relationship violence)
  - Understanding self and others
- Hall programming that centered on social justice and civic engagement (to include the student groups Residential Student Association and the National Residence Hall Honorary at UMBC)
  - Interact (Second Year)

This is a joint program between the Department of Student Affairs and the Department of Modern Languages, Linguistics & Intercultural Communication focusing on cultural competency and communication skills building for authentic conversations. Forty-two (42) students in Chesapeake Residence Hall participated and four Peers were trained. Each facilitation pair led the group for one and a half hours once a week for a total of four weeks in September. Resident Assistant facilitator training was two full days that happened before Residential Life training.

#### B. Office of Student Life

During the 2013-2014 academic year, the Office of Student Life's Mosaic Culture and Diversity Center reached 2,382 students, staff and faculty through 46 programs including: Welcome Week outreach events for new and transfer students; a Cultural and Interfaith speaker series; LGBTQ focused events, Safe Zone workshops for LGBTQ student support; social justice education; cultural diversity events and celebration/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 like the inaugural Critical Social Justice Week.

Many accomplishments were made regarding campus climate for LGBTQ community members. To highlight a few, we worked to change the former Freedom Alliance space to the newly-renovated Queer Student Lounge (QSL), the President's Council received SafeZone training (Session I: LGBTQ 101). the Women's Center and The Mosaic formed the Spectrum group for trans\* and gender questioning students, the Gender-neutral restroom retrofitting was completed in The Commons, and UMBC's Campus Climate Index score improved from a 4 to a 4.5.

#### 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 )

- Women of Color (through the Women of Color Coalition)
- Non-traditional/returning women undergraduate students (through the Returning Women Forum and the Returning Women Scholarship program)
  - The scholarship program provided approximately \$54,000 in financial aid to 24 students via three different scholarships in FY2015
- Mothers (through the mothers and parents group)
  - During FY2014 the lactation room was used **321** times and since the start of FY2015, **236** times
  - Maintain a childcare resource guide that is updated regularly and a myUMBC Moms and Parents group page. The guide and group page 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 - an initiative with the goal of facilitating constructive and dynamic engagement with social justice with a focus on various issues related to diversity and social identities
- Telling Our Stories: I’m Not/I am – a spring 2015 initiative aimed at addressing stereotypes faced by women of color made possible through grant from American Association of University Women

#### IV. Demographic Data

Table 1 shows the demographic data for students by undergraduate/ graduate status for fall 2008 through fall 2014. At both the undergraduate and graduate levels, no significant changes in the distribution of race/ethnicity have occurred between fall 2013 and fall 2014, with any fluctuations falling within two percentage points. At the undergraduate level, over 46% of students identify as minority or two or more races, compared to about 25% at the graduate level. Graduate students, however, are more likely to be international (20.5% vs. 4.6% for undergraduates).

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 2013 and fall 2014. While the distribution by race/ethnicity did not change significantly, there was a 17.4% increase in the number of African American Tenured/Tenure Track faculty, as well as a 17.2% increase in Asian faculty in the same category. There was a 10% increase in Hispanic Non-Tenure Track Faculty. Among staff, the only group with a greater than 10 percent increase was Native Hawaiian or other Pacific Islander. However, with only 8 individuals, this group comprises just 0.6% of the staff population. Overall, 21.7% of all faculty and 28.4% of staff identify as minority or two or more races.

TABLE 1: STUDENTS

UNDER-GRADUATE	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,790	16.3%	817	973	1,765	15.8%	816	949	1,864	16.4%	875	989
American Indian or Alaska Native	44	0.5%	25	19	22	0.2%	13	9	16	0.1%	9	7	20	0.2%	14	6
Asian	2,085	21.7%	1,106	979	2,194	20.0%	1,211	983	2,213	19.9%	1,213	1,000	2,281	20.0%	1,235	1,046
Hispanic/Latino	383	4.0%	201	182	573	5.2%	275	298	627	5.6%	304	323	672	5.9%	337	335
White	4,985	51.9%	2,911	2,074	5,102	46.6%	2,999	2,103	5,031	45.2%	2,955	2,076	5,033	44.2%	2,943	2,090
Native Hawaiian or other Pacific Islander*	-	0.0%			23	0.2%	7	16	18	0.2%	5	13	22	0.2%	9	13
Two or more races	-	0.0%			362	3.3%	185	177	403	3.6%	191	212	415	3.6%	200	215
Did Not Self Identify	157	1.6%	83	74	422	3.9%	241	181	583	5.2%	333	250	550	4.8%	342	208
International	351	3.7%	191	160	465	4.2%	256	209	480	4.3%	257	223	522	4.6%	299	223
TOTAL	9,612		5,246	4,366	10,953		6,004	4,949	11,136		6,083	5,053	11,379		6,254	5,125
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	342	12.7%	144	198	352	12.7%	148	204	317	12.2%	136	181
American Indian or Alaska Native	9	0.3%	5	4	5	0.2%	3	2	5	0.2%	3	2	4	0.2%	1	3
Asian	170	6.4%	76	94	160	6.0%	88	72	173	6.2%	102	71	194	7.5%	110	84
Hispanic/Latino	69	2.6%	27	42	80	3.0%	35	45	91	3.3%	43	48	98	3.8%	49	49
White	1,400	52.7%	617	783	1,446	53.9%	706	740	1,457	52.6%	723	734	1,303	50.1%	641	662
Native Hawaiian or other Pacific Islander*	-	0.0%			7	0.3%	2	5	5	0.2%	1	4	7	0.3%	3	4
Two or more races	-	0.0%			38	1.4%	26	12	44	1.6%	24	20	35	1.3%	18	17
Did Not Self Identify	278	10.5%	126	152	145	5.4%	86	59	137	4.9%	77	60	109	4.2%	71	38
International	428	16.1%	232	196	461	17.2%	261	200	508	18.3%	286	222	533	20.5%	294	239
TOTAL	2,656		1,190	1,466	2,684		1,351	1,333	2,772		1,407	1,365	2,600		1,323	1,277

UNDER-GRADUATE	% chg f08-f14	% chg f13-f14
African American/Black	16.0%	5.6%
American Indian or Alaska Native	-54.5%	25.0%
Asian	9.4%	3.1%
Hispanic/Latino	75.5%	7.2%
White	1.0%	0.0%
Native Hawaiian or other Pacific Islander*	na	22.2%
Two or more races	na	3.0%
Did Not Self Identify	250.3%	-5.7%
International	48.7%	8.8%
TOTAL	18.4%	2.2%
GRADUATE	% chg f08-f14	% chg f13-f14
African American/Black	5.0%	-9.9%
American Indian or Alaska Native	-55.6%	-20.0%
Asian	14.1%	12.1%
Hispanic/Latino	42.0%	7.7%
White	-6.9%	-10.6%
Native Hawaiian or other Pacific Islander*	na	40.0%
Two or more races	na	-20.5%
Did Not Self Identify	-60.8%	-20.4%
International	24.5%	4.9%
TOTAL	-2.1%	-6.2%

TABLE 1 (Cont.)

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,132	15.6%	961	1,171	2,117	15.2%	964	1,153	2,181	15.6%	1,011	1,170
American Indian or Alaska Native	53	0.4%	30	23	27	0.2%	16	11	21	0.2%	12	9	24	0.2%	15	9
Asian	2,255	18.4%	1,182	1,073	2,354	17.3%	1,299	1,055	2,386	17.2%	1,315	1,071	2,475	17.7%	1,345	1,130
Hispanic/Latino	452	3.7%	228	224	653	4.8%	310	343	718	5.2%	347	371	770	5.5%	386	384
White	6,385	52.0%	3,528	2,857	6,548	48.0%	3,705	2,843	6,488	46.6%	3,678	2,810	6,336	45.3%	3,584	2,752
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	30	0.2%	9	21	23	0.2%	6	17	29	0.2%	12	17
Two or more races	-	0.0%	-	-	400	2.9%	211	189	447	3.2%	215	232	450	3.2%	218	232
Did Not Self Identify	435	3.5%	209	226	567	4.2%	327	240	720	5.2%	410	310	659	4.7%	413	246
International	779	6.3%	423	356	926	6.8%	517	409	988	7.1%	543	445	1,055	7.5%	593	462
TOTAL	12,268		6,436	5,832	13,637		7,355	6,282	13,908		7,490	6,418	13,979		7,577	6,402

ALL STUDENTS	% chg f08-f14	% chg f13-f14
African American/Black	14.2%	3.0%
American Indian or Alaska Native	-54.7%	14.3%
Asian	9.8%	3.7%
Hispanic/Latino	70.4%	7.2%
White	-0.8%	-2.3%
Native Hawaiian or other Pacific Islander*	na	26.1%
Two or more races	na	0.7%
Did Not Self Identify	51.5%	-8.5%
International	35.4%	6.8%
TOTAL	13.9%	0.5%

TABLE 2: FACULTY

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
<b>ALL FACULTY</b>																
African American/Black	60	5.9%	24	36	62	6.4%	28	34	59	6.2%	29	30	62	6.4%	30	32
American Indian or Alaska Native	2	0.2%	-	2	2	0.2%	1	1	2	0.2%	1	1	1	0.1%	-	1
Asian	107	10.5%	72	35	107	11.0%	64	43	111	11.6%	64	47	123	12.7%	67	56
Hispanic/Latino	11	1.1%	6	5	23	2.4%	7	16	22	2.3%	8	14	23	2.4%	7	16
White	714	70.1%	430	284	697	71.8%	403	294	699	73.3%	401	298	712	73.6%	397	315
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	3	0.3%	2	1	7	0.7%	5	2	-	0.0%	-	-
Two or more races	-	0.0%	-	-	4	0.4%	3	1	1	0.1%	-	1	1	0.1%	-	1
Did Not Self Identify	1	0.1%	-	1	1	0.1%	-	1	-	0.0%	-	-	3	0.3%	1	2
International	123	12.1%	83	40	72	7.4%	46	26	53	5.6%	33	20	43	4.4%	29	14
<b>TOTAL</b>	<b>1,018</b>		<b>615</b>	<b>403</b>	<b>971</b>		<b>554</b>	<b>417</b>	<b>954</b>		<b>541</b>	<b>413</b>	<b>968</b>		<b>531</b>	<b>437</b>

ALL FACULTY	% chg f08-f14	% chg f13-f14
African American/Black	3.3%	5.1%
American Indian or Alaska Native	-50.0%	-50.0%
Asian	15.0%	10.8%
Hispanic/Latino	109.1%	4.5%
White	-0.3%	1.9%
Native Hawaiian or other Pacific Islander*	na	-100.0%
Two or more races	na	0.0%
Did Not Self Identify	200.0%	na
International	-65.0%	-18.9%
<b>TOTAL</b>	<b>-4.9%</b>	<b>1.5%</b>

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
	African American/Black	21	5.6%	11	10	22	5.8%	14	8	23	6.0%	14	9	27	6.9%	14
American Indian or Alaska Native	-	0.0%	-	-	1	0.3%	1	-	1	0.3%	1	-	-	0.0%	-	-
Asian	41	10.8%	26	15	53	14.0%	33	20	58	15.1%	34	24	68	17.4%	38	30
Hispanic/Latino	6	1.6%	3	3	13	3.4%	4	9	12	3.1%	5	7	12	3.1%	5	7
White	277	73.3%	175	102	272	71.8%	169	103	278	72.4%	173	105	273	70.0%	166	107
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	2	0.5%	1	1	2	0.5%	1	1	-	0.0%	-	-
Two or more races	-	0.0%	-	-	1	0.3%	-	1	1	0.3%	-	1	1	0.3%	-	1
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	9	2.3%	7	2
International	33	8.7%	18	15	15	4.0%	9	6	9	2.3%	5	4	-	0.0%	-	-
<b>TOTAL</b>	<b>378</b>		<b>233</b>	<b>145</b>	<b>379</b>		<b>231</b>	<b>148</b>	<b>384</b>		<b>233</b>	<b>151</b>	<b>390</b>		<b>230</b>	<b>160</b>
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	40	6.8%	14	26	36	6.3%	15	21	35	6.1%	16	19
American Indian or Alaska Native	2	0.3%	-	2	1	0.2%	-	1	1	0.2%	-	1	1	0.2%	-	1
Asian	66	10.3%	46	20	54	9.1%	31	23	53	9.3%	30	23	55	9.5%	29	26
Hispanic/Latino	5	0.8%	3	2	10	1.7%	3	7	10	1.8%	3	7	11	1.9%	2	9
White	437	68.3%	255	182	425	71.9%	234	191	421	73.9%	228	193	439	76.0%	231	208
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	1	0.2%	1	-	5	0.9%	4	1	-	0.0%	-	-
Two or more races	-	0.0%	-	-	3	0.5%	3	-	-	0.0%	-	-	-	0.0%	-	-
Did Not Self Identify	1	0.2%	-	1	1	0.2%	-	1	-	0.0%	-	-	3	0.5%	1	2
International	90	14.1%	65	25	56	9.5%	37	19	44	7.7%	28	16	34	5.9%	22	12
<b>TOTAL</b>	<b>640</b>		<b>382</b>	<b>258</b>	<b>591</b>		<b>323</b>	<b>268</b>	<b>570</b>		<b>308</b>	<b>262</b>	<b>578</b>		<b>301</b>	<b>277</b>

TENURED/ TENURE TRACK FACULTY	% chg f08-f14	% chg f13-f14
African American/Black	28.6%	17.4%
American Indian or Alaska Native	na	-100.0%
Asian	65.9%	17.2%
Hispanic/Latino	100.0%	0.0%
White	-1.4%	-1.8%
Native Hawaiian or other Pacific Islander*	na	-100.0%
Two or more races	na	0.0%
Did Not Self Identify	na	na
International	-100.0%	-100.0%
<b>TOTAL</b>	<b>3.2%</b>	<b>1.6%</b>
NON-TENURE TRACK FACULTY	% chg f08-f14	% chg f13-f14
African American/Black	-10.3%	-2.8%
American Indian or Alaska Native	-50.0%	0.0%
Asian	-16.7%	3.8%
Hispanic/Latino	120.0%	10.0%
White	0.5%	4.3%
Native Hawaiian or other Pacific Islander*	na	-100.0%
Two or more races	na	na
Did Not Self Identify	200.0%	na
International	-62.2%	-22.7%
<b>TOTAL</b>	<b>-9.7%</b>	<b>1.4%</b>

TABLE 3: STAFF

STAFF (excluding grad asst)	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	273	22.6%	79	194	270	21.6%	73	197	277	21.5%	75	202
American Indian or Alaska Native	5	0.4%	2	3	3	0.2%	1	2	2	0.2%	1	1	1	0.1%	1	
Asian	40	3.3%	15	25	39	3.2%	13	26	43	3.4%	16	27	45	3.5%	15	30
Hispanic/Latino	19	1.6%	9	10	24	2.0%	10	14	30	2.4%	13	17	30	2.3%	14	16
White	877	71.9%	358	519	853	70.7%	354	499	887	71.1%	372	515	921	71.5%	383	538
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	4	0.3%	1	3	7	0.6%	2	5	8	0.6%	4	4
Two or more races	-	0.0%	-	-	7	0.6%	3	4	5	0.4%	2	3	5	0.4%	2	3
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-	1	0.1%	-	1
International	3	0.2%	1	2	4	0.3%	3	1	3	0.2%	2	1	1	0.1%	1	
TOTAL	1,220		463	757	1,207		464	743	1,248		482	766	1,289		495	794

\* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.  
 Two or More Races category available beginning in Fall 2010 reports.  
 SOURCES: DW.Employees and ReportFactStudentTerm.  
 Prepared by UMBC OIR, December 2015

STAFF (excluding grad asst)	% chg f08-f14	% chg f13-f14
African American/Black	0.4%	2.6%
American Indian or Alaska Native	-80.0%	-50.0%
Asian	12.5%	4.7%
Hispanic/Latino	57.9%	0.0%
White	5.0%	3.8%
Native Hawaiian or other Pacific Islander*	na	14.3%
Two or more races	na	0.0%
Did Not Self Identify	na	0.0%
International	-66.7%	-66.7%
TOTAL	5.7%	3.3%