

# 2017 - 18 Annual Institutional Report on Programs of Cultural Diversity - UMBC – June 29, 20189

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## Section I: Progress Report

**Table 1: Reporting of Goals**

**Table 1**

**USM Goal 1:** Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. UMBC Goal 1 (from 2009 Diversity Plan):

To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community UMBC Goal 4 (from 2009 Diversity Plan):

To encourage and support individual development and advancement

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<b>Enrollment Management:</b> Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2017 event: 41 students; 91 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2017 event: 81 students; 250 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George's County.	Number of eligible students from each school district offered an award.  Number of awardees who ultimately enroll.	For Fall 2017, 3 students in Baltimore City and 5 students in PG County qualified for a CEO award, an increase of 100% over Fall 2016. 83 admitted freshmen from Baltimore City and 221 from Prince George's County were offered merit awards ranging from \$1,000 to \$15,000 each of four years of study. Of these, 12 students from Baltimore City and 44 from Prince George's County accepted, compared to 15 and 22 respectively for Fall 2016	Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.
UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with under-represented populations (ethnic and socio-economic) including Baltimore City and other urban districts.	Number of students who identify UMBC as a school of interest. Number of students who apply to UMBC, Number of students who are admitted to UMBC Number of students who were awarded merit scholarships.	For Fall 2017 entering class, 2,291 students indicated interest in UMBC. Of those, 281 applied for admission, 227 were admitted and 192 were offered a scholarship.	Deepen the analysis to identify groups which make up these pools of students to identify how many under-represented students are accessing the tool and are ultimately admitted to UMBC.
Financial Aid Outreach with Building Steps which serves first generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM fields	Number of workshop attendees Number of workshop attendees completing the FAFSA during the workshop.	The most recent workshop was held in October 2017 for the 2018-19 application year. Eighteen students and their families attended the event (a total of 42 attendees). Twelve of the eighteen students successfully completed and submitted the FAFSA.	The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.
High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School.	Number of high schools served through the program each year. Number of students and families served through the program each year.	For calendar year 2017, the office provided more than 13 separate financial aid events, which included presentations as well as FAFSA completion at area high schools. Numbers of students and families served not available.	The OFAS will continue to make itself available to high schools and support programs to provide for financial aid education and FAFSA completions.

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<p><b>“Golden Ticket” Pre-Orientation Advising</b> –This pre-orientation advising initiative provides first generation students and their families the opportunity to meet with an academic advisor <i>before</i> their scheduled orientation for an overview of the academic requirements and academic planning tools, to have questions and concerns addressed and to build a preliminary schedule. When students attend their scheduled orientation - Golden Ticket students are offered an “early” advising session to secure their official schedules and receive final recommendations, suggestions and referrals.</p>	<p>Number of program participants First year retention of program participants Average GPA of program participants Graduation Rates – 4 year, 5 year, 6 year – of program participants.</p>	<p>In Summer 2017, 11 students and their families participated in the Golden Ticket pre-orientation advising.</p> <p>All 11 students were retained from first semester to second semester.</p> <p>Average fall 2017 gpa of participants is 2.9.</p>	<p>Recruiting more first-generation students to participate in the Golden Ticket program. Automate the communication process (over time) to allow for better business continuity practices. Create more targeted reports to address metrics associated with the program.</p>
<p><b>Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE</b></p>	<p>Offered eight focused conversations: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Best Practices for Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, Best Practices for Inclusive Mentoring, Developing an Effective Diversity Hiring Recruitment Plan. Provided consultations to search committees and departments.</p>	<p>STRIDE has offered eight focused conversations in AY 17-18 with revised materials. In AY 17-18, STRIDE facilitated 20 department/search committee consultations.</p>	<p>Continue the expansion of work in the College of Engineering and Information Technology. Continue the dissemination of our work and best practices to internal and external audiences.</p>
<p>Interfolio Faculty Search</p>	<p>Continued monitoring of the diversity of our applicant pools in the aggregate and at specific points across the lifecycle of the search in the URM Executive Committee.</p>	<p>The Office of the Provost, in partnership with the Deans’ office’s use Interfolio data to monitor the diversity of the applicant pool for all faculty searches at the application close date, long list, short list, interview, and offer stage.</p>	<p>Continual assessment of the diversity of our applicant pools at various stages across the lifecycle of the search to make adjustments in the search process when and where necessary.</p>
<p>Postdoctoral Fellowship for Faculty Diversity</p>	<p>Successful conversion of postdocs from Cohort IV into tenure track positions. Recruitment of a diverse pool of applicants for Cohort V 2019-2021. Departmental investment in the recruitment process and support of fellowship program. Representations of the College of Engineering and Information Technology in the program. Development of a brochure to promote the fellowship at recruiting venues.</p>	<p>Received 255 applications for Cohort IV, largest applicant pool ever, due to departments actively recruiting for the fellowship. We offered the fellowship to 8 finalists, and 7 fellows accepted and began their fellowships on July 1, 2017. A fellow was recruited into our College of Engineering and Information Technology, but ultimately declined the fellowship. The 7 fellows that accepted are all in our College of Arts, Humanities, and Social Sciences.</p>	<p>Continuously monitoring the on-boarding of new postdocs, and assessing their research, teaching, and professional development progress through the Mentor and Mentee semester reporting mechanism. Evaluating the application and interview process from Cohort IV to make necessary changes for the next cohort.</p>
<p>Pilot of CNMS Natural Sciences Pre-professoriate fellowship</p>	<p>Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.</p>	<p>As of February 2017, the recruitment process is underway for both positions.</p>	<p>Continuously monitor diversity of applicant pool and efforts by departmental faculty to recruit candidates for both positions. Monitor on- boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress.</p>
<p><b>Graduate School</b> - Recruitment: Summer Horizons Program– co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland’s AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP), and the Meyerhoff Graduate Fellows Program.</p>	<p>We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered. Questions are designed to see if we are meeting needs of URM undergraduates, with respect to increasing their preparation for graduate school.</p>	<p>Underrepresented Minority Students = 68% (not including those who identified within the broad category of “Asian-American/Pacific Islander”) 45% of the participants had not had information on preparing for graduate school prior to attending the Summer Horizons program. 64% did not know that there were funding opportunities available through NASA.</p>	<p>We want to be sure that we are reaching all underrepresented undergraduate students. Most participants (63%) learned about the program through their summer research/internship programs, faculty, or university staff members</p>

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<b>PROMISE Engineering Institute (PEI):</b> As part of faculty diversity recruitment efforts, UMBC (COEIT) leads a new grant with MSU, UMCP, and JHU, to expedite the career preparation of graduate students and postdoctoral fellows so that they can be considered for tenure-track faculty positions. This is a NEW * discipline-specific* effort.	PEI is in early stages, and the Co-PIs are planning the activities for 2018-2019. WESTAT, an independent evaluation firm will be conducting the summative evaluation. Formative evaluation will be handled internally.	Some of the international excursions, and discussions on connecting humanitarian engineering content to student programming, are contributing to the research on retaining underrepresented students.	An official launch will be held on August 18, 2018 as part of the PROMISE AGEP's Summer Success Institute (SSI). A primary task is to be sure that all URM graduate students, postdoctoral fellows, and faculty of all types are reached.
<b>Human Resources</b> - PageUp applicant tracking system implemented in 2017 for nonexempt and exempt staff positions.  Utilize system for data collection and reporting.	Previous manual paper system of collecting voluntary demographics on applicants produced a very low response rate (< 10 percent). We now have the ability to collect voluntary demographic data on all applicants in the PageUp system (100 percent).	Implement Job Specific EEO/Diversity report on applicant pools for search committee use to evaluate race/ethnicity of entire applicant pool and at various stages of the hiring/selection process (search committee review, phone interview, and in-person interviews).	Additional training to search committees
Advertising venues	Capture analytics from advertising source to determine if attracting diverse applicant pool.  Frequently used websites to advertise staff positions (UMBC Jobs, higheredjobs.com and Indeed) indicate diverse applicant pool.	Continue efforts to attract diverse applicant pool Current 2017 applicant demographics: Race: 43% Caucasian; 38% African-American; 9% Asian; 1.5% American Indian/Native Alaskan; .5% Native Hawaiian/Other Pacific Islander and 8% undisclosed. Hispanic/Latino: 4.5 % yes; 87% No; 8.5% undisclosed. Gender: 66% females 31% males 3% undisclosed Veteran Status: 1.5 % Protected Veterans; 97% non-Protected Veterans; 2% undisclosed Disability Status: 5% indicated a disability; 87% indicate no disability; 7% undisclosed.	
HR Outreach to campus search committees	Monitor diversity of search committees and in-person charge to campus search committees regarding diverse candidate pools	Ensure members of search committees are aware of campus mission of recruitment diversity	Additional staff/resources to provide training
<b>Student Affairs</b> -Creation and implementation of Transgender Support Policy and Subcommittee in Athletics	Compliance with NCAA guidelines and policies regarding transgender student-athletes.	Recurring review and compliance with NCAA guidelines.	After formal adoption of Transgender Support Policy, monitor implementation.
<b>Women's Center</b> - Returning Women Students Scholars + Affiliates Program	Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins	\$65,736 in scholarships awarded in FY18; 27 scholars + affiliates are part of program. Program assessment was conducted in Fall 2017 to include survey and focus groups. Retention data from Fall 2016 to Spring 2017 semesters based on Newcombe scholarship recipients (n=15) vs non-Newcombe scholarship recipients (n=22) is 92% vs 60	Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program
<b>Meyerhoff Scholars Program</b> - During the AY 2017-2018 a total of 5 staff and 260 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program	260 students are currently enrolled in the program for the 2017-2018 academic year, of whom 63% are African American, 15% Caucasian, 11% Asian, 10% Hispanic, 1% Native American.	
Continue recruiting the best academically diverse students every year using Selection Weekend. Migrated to an online application to provide better access and data collection.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 491 (50% URM) Selection Weekend – 245 (60% URM) Offers – 102 (80% URM) Accepted – 49 (80% URM)	Continue to recruit a diverse group of students in STEM with the focus of attaining a Ph.D. or MD/Ph.D. Increasing the access to the online application.

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Maintain high GPA and Retention rates in STEM.	Retention Rate since the inception of the Meyerhoff Program in 1989 Average GPA of Current Meyerhoff Scholars	Historical Retention Rate – 90% (89% URM) Average GPA – 3.56 (3.54 URM)	Maintain high expectations and guidance with staff and peer advising.
Graduating students for the academic year 2017-2018 placement.	Number of Graduates Number of Graduates placed in Graduate and Professional Degree Programs	Graduates – 55 Placement into Graduate and Professional Programs – 45 (82%) (69%URM)	Work with Graduate schools to provide access to our scholars.
Record number of Meyerhoff Alumni attaining graduate degrees in the sciences	Total number of PhDs Total number of MD/PhDs Total number of Degrees	Total PhDs – 287 (75% URM) Total MD/PhDs – 53 (85% URM) Total Degrees – 822 (77% URM)	Every year more and more students are graduating from programs all across the country. Give support and advising to current Alumni.
Partnership with Sponsors for Educational Opportunity Program (SEO). A free eight-year academic program that gets low-income public high school students to and through college—with a 90% college graduation rate.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 21 Selection Weekend – 10 Offers – 5 Accepted – 2	Continue working with the SEO Program to recruit more high achieving students.
<b>MARCU STAR</b> – Increase participation of underrepresented (UR) undergraduate students at UMBC in biomedically related fields with the objective of attending a PhD or MDPhD program upon the completion of a bachelors degree	We have 40 slots with 20 juniors and 20senior year. We measure graduation rate, STEM major and acceptance and matriculation into graduate MDPhD and PhD programs. In 2018 of the 19 graduates 18 enrolled in PhD or MDPhd programs (95%).	Since the inception in 1998 we have had 440 trainees with a matriculation rate in graduate programs of 70 %.	Recruitment of students with disabilities. Aim for a 100% matriculation rate to graduate school.

**Table 2: Reporting of Goal.**

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**USM Goal 2:** Create positive interactions and cultural awareness among students, faculty, and staff on campus. **UMBC Goal 2** (from 2018 Diversity Plan): To provide conditions for personal success. **UMBC Goal 3** (from 2018 Diversity Plan): To provide a culture of safety, inclusion and respect

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• Curricular initiatives that promote cultural diversity in the classroom, and</li> <li>• Co-curricular programming for students.</li> </ul>			
<b>Faculty Diversity and Faculty Development Center</b> - Help instructors make their classrooms welcoming for all students	Maintain online resources and conduct workshops to help instructors make their classrooms welcoming for all students and to provide instructors with tools for handling difficult conversations around diversity issues.	In January, 2017, Faculty Development Center (FDC) added resources to webpage on teaching in diverse classroom. These pages are updated as new resources become available. In 2017-18 a faculty workshop was held on Inclusive STEM Teaching, and a faculty book discussion dealing with helping students reclaim cognitive resources lost to poverty, racism, and social marginalization.	Continue tailoring resources and workshops based on needs of our faculty and students

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<p><b>Graduate School</b> - Success Seminars, sponsored by PROMISE: Maryland's AGEP and The Graduate School, including co-sponsored events with the ADVANCE network for women faculty. Seminars also include holistic professional development such as financial literacy, with topics that include attention to issues such as unsavory lending practices toward underrepresented groups, implicit bias in the institution and in the workplace, cultural taxes, and more</p>	<p>Sponsored approximately 20 seminars and events in 2017-2018. All events have evaluations. Seminars include: Work-Life Balance; Stoop Stories: Let your research tell a story; How to prepare a TED-styled talk; Responsible Conduct of Research; Understanding credit scores</p>	<p>Data show students receive information from professional development seminars and workshops that they aren't receiving within the departments. This fills gaps related to degree completion and career preparation.</p>	<p>Continue to improve opportunities for online learning, by capturing content through either webcasting, or providing additional webinar to reach largest number of students. Larger seminars atTrack 70-100 students, and smaller seminars atTrack 20-30 participants.</p>
<p>The Summer Success Institute, sponsored by PROMISE: Maryland's AGEP, intended to increase significantly the number of domestic students receiving doctoral degrees in the sciences, technology, engineering, and mathematics (STEM), with special emphasis on those population groups underrepresented in these fields (i.e., African-Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians or other Pacific Islanders).</p>	<p>Two days of programming in August, including activities connected to Dissertation House and the Bridging conference co-hosted with the USM LSAMP group. We ask questions during registration process and have evaluations for select sessions during event. The 2017 SSI workshops focused on science communication, preparation for leadership, and academic success.</p>	<p>In 2017, the # of participants who completed the survey was 86. 92% stated that the program provides them with a stronger sense of identity as a scholar. SSI invests in bringing "Mentors-in-Residence" to the event – these are faculty and leaders of color who are already role models in their respective fields.</p>	<p>Providing professional development programming that isn't covered by labs or other university entities is a top priority for organizers of SSI. SSI works to improve visibility of faculty of color in STEM professoriate, hopefully convincing more scholars of color to consider faculty careers.</p>
<p>Use of #ThinkBigDiversity hashtag to promote diverse conversations and programming online. The #ThinkBigDiversity hashtag now has a national audience.</p>	<p>Particular emphasis given to Twitter and Instagram and use of "Hashtagging activism" which can extend communities of constituents and build social capital. Conversations on Twitter are vehicles for consciousness raising activities that can build a STEM program's brand, increase visibility of interventions and highlight program success. PROMISE uses the hashtag #ThinkBigDiversity as a retention tool.</p>	<p>Between Jan 1, 2016 - May 23, 2018, there were 32,684,047 impressions, 9,750 posts, and a reach of 2,884,293.</p>	<p>The hashtag will continue to be used, and there will be retention-based campaigns around it in summer 2018. There will also be additional examination of the analytics.</p>
<p><b>Human Resources</b>- Preventing and Responding to Hate/Bias/Climate Concerns (HR Diversity Learning Track; 9/29/17)</p>	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: greater understanding of restorative justice, restorative theories, principles, and how practices can be used to transform how we prevent and respond to hate/bias/climate concerns at UMBC. This session is open to all UMBC faculty, students and staff.</p>	<p>18 attended (7 staff, 11 students). Of these, 5 responded to survey. Prior knowledge: 0% reported excellent prior knowledge; 40% above average; 40% average prior knowledge; and 20% below average, skills and abilities related to objectives. Knowledge post-session: 33% reported above average; and 66.67% reported average.</p>	<p>66.67% of respondents rated overall course content above average and 33.33% average. Attendees recommended more group conversation.</p>
<p>Misperceptions and the Media (HR Diversity Learning Track; 10/24/2017)</p>	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: heightened awareness about how race, power, and privilege and how the media feeds into our collective unconscious thinking, as well as learning strategies on how to observe the media differently and be able to challenge the 'facts.'</p>	<p>18 attended (15 staff, 1 faculty, 2 students). Of these, 11 responded to survey. Prior knowledge: 27.27% reported excellent prior knowledge; 54.55% above average; and 18.18% average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 75% reported excellent; and 25% reported above average.</p>	<p>75% of respondents rated overall course content excellent and 25% above average. Attendees recommended a symposium and more Q&amp;A.</p>

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• Curricular initiatives that promote cultural diversity in the classroom, and</li> <li>• Co-curricular programming for students.</li> </ul>	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Unearthing Unconscious Bias (HR Diversity Learning Track; 12/1/2017)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: what unconscious bias is, how it shows up at home, in the workplace and particularly in our higher education environment, and ways to confront our own biases as well as illuminating and effectively confronting those of others.	23 attended (20 staff, 3 faculty). Of these, 14 responded to survey. Prior knowledge: 28.57% reported excellent prior knowledge; 35.71% above average; 28.57% average; and 7.14% below average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 75% reported above average and 8.33% average.	45.45% of respondents rated overall course content excellent, 36.36% above average and 18.18% average. Attendees recommended a longer, more in-depth session
Allyship: Supporting our LGBTQ+ Community (HR Diversity Learning Track; 1/23/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: increased understanding around how it manifests in personal and professional life (particularly in our higher education environment); learn applied strategies for confronting our own biases as well as effectively confronting those of others (particularly around judgment and decision-making processes).	11 attended (6 staff, 5 faculty). Of these, 9 responded to survey. Prior knowledge: 33.33% reported excellent prior knowledge; 44.44% above average; 28.57% average; and 11.11% below average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 37.50% reported excellent; 37.50% reported above average and 25% average.	62.50% of respondents rated overall course content excellent and 37.50% above average. Attendees recommended a longer, more focused session and offering a part II session.
ACIREMA: Understanding the International Student Experience (HR Diversity Learning Track; 2/14/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: enhanced understanding regarding the multitude of hurdles that international students face in their quest for a U.S. education; increased ability to relate and be helpful in working with international students; enhanced empathy and understanding and decreased judgment.	17 attended (17 staff). Of these, 13 responded to survey. Prior knowledge: 15.38% reported above average prior knowledge; 53.85% average; 23.08% below average; and 7.69% poor prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 66.67% reported above average and 16.67% average.	66.67% of respondents rated overall course content excellent and 33.33% above average. Attendees recommended including international students as facilitators.
Intercultural Development (HR Diversity Learning Track; 5/10/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Definition of terms and exploration of the IDI questionnaire results (a statistically reliable and rigorously validated 50-item questionnaire designed to measure intercultural competence at the individual, group and organizational levels); increased awareness and understanding of basic and intermediate concepts related to intercultural communication; development of skills designed to improve their interactions across cultural difference..	18 attended (18 staff). Of these, 11 responded to survey. Prior knowledge: 54.55% reported above average prior knowledge; and 45.45% average; prior knowledge, skills and abilities related to objectives. Knowledge post-session: 9.09% reported excellent; 81.82% reported above average and 9.09% average.	36.36% of respondents rated overall course content excellent; 36.36% above average; and 27.27% average. Attendees recommended more practical examples and personalization.
Career Center hosted a Diversity Recruitment Event for students, with dinner with broad range of employers who are interested in diversifying their workforce with intern and full-time hires from UMBC.	Student and employer attendance; Hiring data from students/employers	195 students attended in Fall 2017 compared to 231 student attendees in Fall 2016. 33 employers participated in Fall 2017, full capacity for event.	Develop more effective/efficient method to collect hiring data from employers.

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Career Center collaborated with International Education Services on International Student Career Conference for unique needs of international students in job search process in U.S.	Student Attendance. Post-participation survey measured: Satisfaction	76 students attended the Spring 2018 conference compared to roughly 100 in spring 2017.	Continue to increase student participation.
Campus Life Student Staff Training – Micro-aggressions	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying micro-aggressions; Using skills to address micro-aggressions; Level of preparation to respond to micro-aggression	97% of participants reported being able to identify a micro-aggression; 92% report they've learned at least one skill in addressing micro-aggression; 95% of participants reported they feel more prepared to respond to micro-aggression	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they've used, how they've talked with others about this topic, etc.)
Campus Life Student Staff Training – Multicultural Competence	Post-training evaluation administered to measure: Presenter satisfaction; what students wanted to learn more about related to topic	96% of participants reported that they can identify at least one facet of their own identity; 94% reported that they understand how their identity impacts their work; 98% know at least one resource provided through the Mosaic and/or Women's Center	Integrate recommendations into training based on qualitative responses from participants.
Resident Advisor Fall Training Program- 3 Hour session on Multicultural Awareness for all Resident Assistant, Desk Staff and Desk Managers conducted by Dr.Kimberly Moffit.	Student staff survey administered to measure: Satisfaction with training; Knowledge gained; Ability and confidence to use knowledge gained	211 students attended.	TBD based upon analysis and interpretation of data.
Mosaic Diversity Presenter (MDP) Workshops and Facilitated Discussions – Topics included: Communicating Across Difference, Multiculturalism and Inclusion, Diversity Awareness Social Identity-based allyship and advocacy, Diversity Awareness	Post-Discussion/Workshop Participant Surveys measured satisfaction	Data from Fall 2017: 84.5% of participants believe that CSJ is improving UMBC's campus climate regarding social justice issues; 67.1% of participants believe that there are sufficient opportunities to learn about social justice issues at UMBC.	Train the Trainer program and on-going assessment needed.
Student Life – Mosaic Center: Population-focused outreach and event support to traditionally underrepresented students and student organizations (specifically LGBTQ, Africana , Hispanic/Latinx, Asian Diasporic populations and religious/spiritual groups – ex. Muslim Student Association, Hillel, and Catholic Retrievers)	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
4 Staff Development Workshops focused on Diversity/Inclusion topics. Topics included; Understanding Islam and Working with Muslim Students, Growing up Trans, Black America Since MLK (video & discussion) Part 1 & 2; Disability Services and Counseling Services	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Held a faculty breakfast and hosted Tawny McManus, director of the Office of Accessibility and Disability Services, to speak on how best to prepare and support students with disabilities as they pursue professional experiences through internships.	Post-event participant surveys administered to measure Satisfaction Knowledge gained Comfort with content	Approximately 30 participants completed all 4 sessions of training. Survey data indicated that all respondents reported gains in knowledge. 86% of respondents reported interest in continued participation.	Engaging more staff. Providing opportunities for engagement. On-going community development of this group.
Trans Support Group is a semester-long, emotional support group for UMBC students who identify as trans, genderqueer, gender fluid, non-binary, bigender, and/or those who are questioning their gender identity. This is a student-centered group to explore gender identity as well as gain support from peers on issues that may impact trans college students experience	Faculty and staff attendance	Over 20 faculty and staff attended the event, materials to help support students were shared	Continue to develop ways to better support students with disabilities as they seek and participate in applied learning opportunities.

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• Curricular initiatives that promote cultural diversity in the classroom, and</li> <li>• Co-curricular programming for students.</li> </ul>	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Commuter Assistants, in collaboration with the Women’s Center and the Mosaic Center, hosted a commuter connection event called, “Unity and Diversity,” focused on understanding multiple demographic identities including, race, gender, sexual orientation, religion, etc.	Number of total participants; Number of total sessions	Approximately 7 student participants For 18 sessions	Continue to increase student participation.
Campus Life – Mosaic Center. Safe Zone Program Workshops on Sexual Orientation, Gender Identity and LGBTQ Allyship	No current metrics to measure effectiveness of online myUMBC posts or hard copy flyers.		IT staff count number of times myUMBC events/emails have been given a “paw” to demonstrate how students favor event and count number of times event is seen by myUMBC users via click.
Campus Life - Mosaic Center. Deferred Action for Childhood Arrivals (DACA) Information Session in Fall 2017; DACA and Temporary Protective Status (TPS) Info Session and Student Panel in Spring 2018.	Post-event participant surveys administered to measure: satisfaction; knowledge gained; and support perceptions.	Analysis of post-workshop survey data in progress.	Initial survey and anecdotal data reveals that additional online and in person academic and student support resources are needed for these populations. Full needs TBD based upon further analysis and interpretation of data.
Women’s Center - Women’s Center spearheads awareness months to include Women’s History Month (March), Sexual Assault Awareness Month (April), and Relationship Violence Awareness Month (Oct);	Event attendance tracked through event sign-in	No metrics to assess the awareness month as a whole currently under development; individual events are assessed through attendance tracking and event surveys	
Women’s Center hosts one-time events on variety of issues related to diversity and cultural awareness (e.g. Trans In College Panel, Trans After College Panel, Roundtable Series + Knowledge Exchange; Take Back the Night, etc.)	Event surveys/assessment	100% of survey respondents agreed that “As a result of this roundtable/knowledge exchange, I believe that I can engage in a conversation about why this is a social justice issue.” (n = 80) 93% of TBTN 2018 respondents reported increased understanding of sexual assault, and 70.2% indicated increased knowledge of resources available (n=57)	Continue to increase campus community participation and awareness of these events; for larger events increase the evaluation participation rates
Women’s Center host on-going identity-based discussion- based programs: Women of Color Coalition; Between Women (for LGBTQ-identified women); Spectrum (for transgender and gender non-binary students)	Continue to assess best way to collect metrics. Last year did attendance and minute papers; this year using attendance and observation rubrics completed by group facilitators	Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership	Attendance at this discussion-based programs vary and are often inconsistent and may benefit from more formal assessment to help re-shape or brand this programming



**Table 3:**

**USM Guideline 3:** Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements. UMBC Goal 3 (from 2009 Diversity Plan):  
To provide a culture of safety, inclusion and respect

Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p><b>Campus Police</b> – UMBC Police value climate of diversity and inclusion in line with values of UMBC. Efforts ongoing as we attempt to build bridges with variety of diverse campus groups. Officer participation in groups such as LGBT Climate Group, Black Student Union, Muslim Association, and Women’s Center. Continue to provide group specific programming relating to inclusiveness, acceptance, and respect through year in presentations on campus. Member of the Campus Climate Workgroup that monitors the pulse of the campus as it relates to issues of diversity and inclusion.</p>	<p>Fostering atmosphere of diversity and inclusion minimizes number of hate crimes on Campus. Between 2013 and 2015, total of 4 reports of hate crimes reported to the Police. Low number of hate crimes is direct result of climate set by President and Police Department’s commitment to ensuring this climate is maintained in all areas in which we interact with campus community. In 2016 the Police received 3 reports of hate crimes and those numbers increased in 2017, this was consistent with trends across the country since the Presidential election. This led to the work of the Campus Climate workgroup that concentrated on education and communication to our marginalized groups. 2018 has seen no hate crimes or incidents to date.</p>	<p>Increased representation of women on Police Force by 33%. 2018 saw the addition of another minority officer. Promoted minority officer to rank of Sergeant in 2017. Hired minority Director of Parking in 2017. Police received zero biased-based complaints against officers in 2015-2017. Conducted 24 presentations for campus community. Monitoring and analysis of enforcement actions reflect commitment to providing unbiased policing strategies. Linked our departmental diversity goals to campus PMP process, as handling of hate/bias type incidents are component of success for our officers in their performance reviews. Police Department is an active participant in the Campus Climate Workgroup, and other campus groups such as Black Student Union, Muslim Association, Women’s Center, SGA and GSA.</p>	<p>Monitor activities of officers in their enforcement duties requires consistent and ongoing attention to ensure that biases do not manifest in services that only a police department can provide. We are also committed to continuously improving our departmental demographics to more fully represent campus community. We would also like to continue our outreach program to campus groups and constituencies, and increase number of campus partners with whom we interact</p>
<p>UMBC Police created specific protocols and policies for reporting and response to hate crimes on Campus. Individuals or groups who are a victim of a hate crime can report this by calling UMBC Police or by emailing us through our website. In addition, victims can report to a variety of offices on Campus, including Student Judicial Programs, Title IX Office, Student Disability Services, and Residential Life. Once UMBC Police receive report of hate crime officers must follow specific response policy that outlines mandated steps, including notification and engagement of UMBC Police Command Staff, crime scene processing, witness canvassing, written statements, removal of any offensive language or symbols, and victim support. All hate crimes assigned to a UMBC Detective for high priority follow up.</p>	<p>Like Sexual Assault hate crimes are generally underreported, especially within the LGBTQ community where reporting can “out” an individual who is not openly identifying as a member of the community. Creating an environment on Campus where members of the community are comfortable reporting.</p>	<p>The number of reported crimes involving members of the LGBTQ community would increase.</p>	
<p>Police Department has instituted number of programs and priorities to maintain an inclusive campus, including commitment to aggressive minority recruiting so police department reflects diverse makeup of community. It also includes commitment to monitoring enforcement actions by UMBC Police Department to ensure that law enforcement efforts are conducted in fair, impartial, and unbiased manner, through consistent review and analysis of our enforcement actions. Also includes continued ongoing training in unbiased policing topics for our officers, and training that enhances our ability to interact with the diverse community that we serve</p>	<p>In 2017 and 2018 the UMBC Police actively recruited for new hires within the LGBTQ community. This included publications and websites frequented by the community as well as liaising with the Metropolitan Police LGBTQ unit.</p>	<p>The recruitment and hiring of an officer/employee who self identifies as a member of the LGBTQ community.</p>	<p>Recruiting efforts need to be expanded and enhanced.</p>

<b>Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.</b>	<b>Metrics to measure how progress of each initiative is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
Provide workshops to faculty, staff and students about supporting survivors of sexual violence that includes information about Title IX and reporting procedures	Pre and Post workshop surveys	In FY17, 123 students, faculty, staff attended Supporting Survivors workshop. FY18 numbers increased with a total attendance through April 2018 of 173 for an increase for 50 more workshop participants. In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor-responsive campus	Reaching a greater number of students, faculty, and staff to attend our workshops

# UMBC

# DIVERSITY PLAN



MARCH 4, 2009

## FOREWORD

This report was prepared under the leadership of the following committee appointed by Dr. Elliot Hirshman, Provost and Senior Vice President for Academic Affairs:

Dr. Antonio Moreira, Vice Provost for Academic Affairs (Chair)  
Dr. Marilyn Demorest, Vice Provost for Faculty Affairs  
Mr. Elmer Falconer, Director of Employment/Labor Relations  
Ms. Lisa M. Gray, Assistant Director, Cultural and Religious Diversity  
Dr. Lasse Lindahl, Chair, Department of Biological Sciences  
Dr. Patrice McDermott, Chair, Department of American Studies  
Ms. Adrienne Mercer, Director of Human Relations  
Ms. Yvette Mozie-Ross, Assistant Provost for Enrollment Management  
Dr. Janet Rutledge, Interim Vice Provost for Graduate Education  
Ms. Valerie Thomas, Associate Vice President for Human Resources

An initial draft was circulated for review and feedback to the President's Council, the Faculty Senate Executive Committee, the Professional Staff Senate, the Nonexempt Staff Senate officers and the President's Commission for Women.

## UMBC DIVERSITY REPORT AND STRATEGIC PLAN

### I. 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. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 12,268 for Fall 2008.

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. Such a vision for diversity is well embedded in UMBC's mission as demonstrated by the following statements excerpted from the campus mission statement.

- a) "UMBC cooperates with other educational segments in Maryland and collaborates with other USM institutions to provide access for citizens to high-quality educational services and to meet the educational, economic, and cultural needs of Maryland. The University is sensitive to the needs of non-traditional, evening, international and part-time students."
- b) "UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity."
- c) "UMBC expects to continue to attract private and public funding to facilitate the success of minority students in the sciences and engineering."
- d) "Recognizing that we are part of an international community, UMBC will continue to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives."
- e) "UMBC possesses a strong and diverse faculty (...)."
- f) UMBC has identified among its institutional objectives and outcomes strategies to:
  - 1) Promote cutting-edge research, creative activity, and high quality graduate education (...) by strengthening support for a high quality and diverse faculty.
  - 2) Build on the University's historical commitment to diversity and cultivate a sense of campus community.

As a reflection of its commitment to diversity, UMBC has developed a myriad 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. UMBC is ranked second nationally as

most diverse university by the *Princeton* Review. 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.**

In this document, we describe the initiatives ongoing at UMBC that represent the campus diversity plan and delineate our ideas for continued improvement in future years.

## II. Summary of Current Diversity Initiatives

This section describes in a comprehensive, although not exhaustive, list the diversity initiatives that are ongoing at UMBC. The activities are described for faculty, staff, students and outreach populations although many activities do impact more than one community. The campus procedure for reporting campus-based hate crimes is also summarized.

### A. Faculty Diversity Initiatives

- **UMBC Faculty Diversity Recruitment Initiative.** This comprehensive program includes mandatory diversity recruitment training for search committees, submission of written department diversity recruitment plans, deans' review of plans and composition of search committees, resources for targeted recruitment, and implementation reports prior to authorization of candidate campus visits.
- **Department Diversity Plans in Science, Technology, Engineering, and Mathematics (STEM).** All academic departments within the College of Natural and Mathematical Sciences and the College of Engineering and Information Technology have individual department diversity plans which track faculty composition, advancement, and retention and address the particular challenges of diversity recruitment in their specific field.
- **Targeted advertisement for faculty from underrepresented groups is conducted at the national level through print publications such as *Diverse: Issues in Higher Education* and electronic venues such as *DiverseJobs.com*. UMBC also uses Affirmative Action Emails from *HigherEdJobs.com* to publicize faculty positions to applicants seeking institutions that are recruiting with**

affirmative action plans or diversity plans. In addition, search committees use personal/professional networks and trips to targeted conferences to identify and recruit candidates from underrepresented groups.

- Family Support Plans. UMBC's *Policy on Family and Medical Leave for Faculty* actively promotes a flexible approach to family support and includes development of a support plan in anticipation of a major change in the faculty member's family responsibilities. This policy has been particularly effective in assisting women in the STEM disciplines to meet both their family and professional obligations.
- Family Leave and Faculty Recruitment. UMBC's *Family Leave Policy* is publicized to all candidates for full-time instructional faculty positions. A brochure describing options available to faculty members is given to each candidate by the Vice Provost for Faculty Affairs during the candidate's interview. The policy is particularly effective for recruiting female faculty members in the STEM disciplines, but is implemented without regard to gender or discipline.
- Faculty Horizons: A Summer Workshop for Aspiring Faculty in Science, Technology, Engineering, and Mathematics (STEM). This recruitment and professional development program, hosted by UMBC for the past five years, targets women and underrepresented minority advanced graduate students, post-doctoral researchers, and junior faculty in science, technology, engineering, and mathematics.
- Welcome Fellowship Grants. The Maryland Higher Education Commission (MHEC) administers a competitive fellowship program for new tenure-track faculty from underrepresented minority groups, and UMBC has successfully competed for these awards for the past several years. Each award provides \$20,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- ADVANCE Program. This program is funded by the National Science Foundation and its overall goal is to make profound changes in policies and practices that affect the recruitment, selection, promotion, and transition of women faculty in the STEM fields to leadership positions at UMBC whereby women will be represented in the departments and will reflect the diversity of the UMBC student body.
- ADVANCEment Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers targeted professional development workshops which focus on issues of interest to women and minority faculty.
- Women in Science and Engineering (WISE). WISE is an informal affinity group of faculty members who meet monthly to discuss topics of interest,

especially those related to “surviving and thriving in STEM.” WISE provides STEM women with a network of support and informal peer mentors.

- Recruitment of Women in STEM. Women in Science and Engineering (WISE) faculty members meet informally with women faculty candidates in the STEM disciplines as part of our efforts to diversify the faculty with respect to gender.
- Faculty Sponsorship Committee. Women in Science and Engineering (WISE) convenes a faculty advisory group each year to provide clear guidance to STEM women and minority faculty in support of impending tenure and promotion reviews.
- Faculty Mentoring. Academic departments are expected to work with each newly hired full-time faculty member to create a Faculty Development Plan that will help the faculty member meet the department’s performance expectations. Probationary reviews of new faculty members must report on these plans to the dean and the provost. Departments are also encouraged to develop mentoring programs that provide a structured approach to peer mentoring.
- ADVANCE Education and Awareness Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers diversity-specific education and awareness workshops for chairs and faculty mentors.
- Evaluation of Deans and Chairs. The provost’s annual review of the deans and the deans’ reviews of chairs include a mandatory evaluation of activities and initiatives that support and promote the diversity mission of the university.
- Women Involved in Learning and Leadership (WILL) Program. The WILL Program at UMBC engages students, faculty, and student affairs staff in a learning community that promotes academic excellence, leadership development, career exploration, and civic engagement for women.

## B. Staff Diversity Initiatives

In an effort to build and maintain an environment that prohibits discrimination and promotes a culture of equal opportunity, inclusion, and respect for all members of the UMBC campus community, the UMBC Human Resources and Human Relations departments have implemented the following strategies:

- Educating, designing and implementing programs, workplace practices, policies, and procedures to prevent illegal discrimination in employment, or admission to and participation in educational programs and activities on the



basis of race, color, national origin, ethnic background, ancestry, sex, disability, age, marital status, sexual orientation, veteran's status, or religion.

- Ensuring that all recruitment, selections, and personnel transactions are conducted in conformity with federal, state, and local laws and regulations as they apply to equal employment opportunity.
- Attending relevant job fairs and advertising in various newspapers, internet websites, and professional journals that reach diverse audiences.
- Providing relevant best practices education for campus search committees. This includes non-discriminatory application evaluation, interviewing, and selection. In addition, all search committees are required to provide the Human Resources office with documentation that identifies the search committee diversity demographics, and the identification of all advertising media.
- Annually developing and monitoring the University's Affirmative Action Plan (AAP) to track employment-related actions and progress towards placement and advancement goals for minority and female applicants and employees.
- Establishing and maintaining non-discriminatory compensation and classification practices.
- Publishing procedures for filing grievances and discrimination complaints, including sexual harassment and ADA violations. Faculty, staff and students may resolve interpersonal conflict through a variety of campus portals. The Center for Mediation and Conflict Resolution provides additional opportunities for proactive conflict resolution through mediation, conflict coaching, education and training, creative problem- solving, facilitation and referrals.
- Providing leadership and interpersonal skills education and training for all UMBC management and supervisory personnel.

The UMBC's President's Commission for Women has also undertaken several initiatives related to faculty and staff diversity efforts. Some examples include:

- Beginning in 2007, the President's Commission for Women worked with the Office of Human Resources to report salaries for staff with comparable positions and years of service according to gender. This report will now be generated annually and evaluated for possible gender wage inequities across campus.
- The President's Commission for Women solicits nominations for an Achievement Award which celebrates people at UMBC who have extraordinarily contributed to work to promote understanding among people of different groups, cultures, and socioeconomic backgrounds and who have

advocated for the elimination of gender inequality. The Achievement Award recipient is recognized during the annual Presidential Faculty and Staff Awards Ceremony, and his/her accomplishments are announced to the campus.

## C. Student Based Diversity Initiatives

### C.1. Undergraduate Student Recruitment and Retention Efforts

- Established an Admissions Counselor and Coordinator of Multicultural Recruitment position to assist in the development and implementation of a strategic plan for minority recruitment.
- Established a Hispanic/Latino Admissions Advisory Group to inform the recruitment and outreach strategies to attract qualified Hispanic/Latino students. Advisory Group consists of representatives from faculty, Hispanic Student Associations, Student Affairs (Mosaic Center), Marketing, Alumni and Admissions.
- Host annual Reception for Talented African-American High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held on-campus.
- Host annual Reception for Talented Hispanic/Latino High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held in Montgomery County.
- Established Transfer Student Alliance (TSA) programs with Montgomery College and Community College of Baltimore County to identify outstanding students early in their academic careers who intend to matriculate at UMBC, including UMBC@Shady Grove, upon completion of their Associate's degree. Participants benefit from combined programmatic efforts and discounted concurrent enrollment. Upon successful completion of the program, participants receive priority orientation/registration, guaranteed upper class housing, and \$1,500 merit scholarship.
- Established a campus-wide Articulation Workgroup to facilitate the development of 2+2 program articulation agreements with community college partners. These agreements serve in easing the transition of students from the 2-year to 4-year program and facilitating timeliness to degree completion. Partnerships/agreements signed or currently under development include Information Systems, Management of Aging Services, Social Work, Health

Administration and Policy, Emergency Health Services, Psychology, Political Science and the Honors College.

- Partner with CollegeBound Foundation, a pre-college program, to introduce students to opportunities for study at UMBC. Campus visits, application fee waivers and scholarships are among the partnership agreements.
- The Learning Resources Center offers a variety of tutoring and success programs and resources for all UMBC students, particularly those of diverse backgrounds. Examples include:
  - Tutoring in the Math Lab and the Writing Center during evening hours.
  - Training tutors in these areas: Building Intercultural Communication and Relationships, Tutoring Students with Disabilities, Helping Students Learn to Learn, and Tutoring in a Multicultural and Diverse Environment.
  - Teaching non-traditional and traditional students with an incomplete math background.
  - Using culturally diverse reading assignments.
  - Working with International Education Services to be able to hire student assistants and tutors who need Social Security Cards.
  - Hiring tutors who reflect the diversity of the UMBC student body.
- The Women's Center addresses the needs of visitors which may not otherwise be met by other offices on campus, including returning students and student/faculty/staff who are parents, international students overwhelmed by the campus environment, lesbian, gay, bisexual and transgender (LGBT) community members who are seeking support outside of the scope of the student organization, etc. By providing access to unique services, resources, and facilities, the Women's Center assists a diverse population of students, faculty, and staff in continuing their education despite life experiences and obstacles and/or performing their jobs more effectively and comfortably.
- Meyerhoff Scholarship Program
  - Recruits talented undergraduate students who are interested in promoting minority education. The current demographics of the Meyerhoff Scholars community include 52% African Americans, 22% Caucasians, 21% Asians and 5% Hispanics.
  - Summer bridge to prepare students for UMBC standards.
  - Provides financial and academic support.
  - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
  - Provides assistance with applications to PhD and MD/PhD programs.
  - Promotes high level academic performance through program culture and “intrusive advisement”.
  - Promotes summer research internships.

- Promotes participation in national meetings. Many students go to the Annual Biomedical Research Conference for Minority Students (ABRCMS).
- Creates community of high performing undergraduates interested in research careers.
- MARC Program (Minority Access to Research Careers) – Supported by grant from the National Institute for General and Medical Sciences (NIGMS)
  - Recruits talented, juniors mainly from underrepresented minorities groups– open to all students interested in promoting minority education.
  - Provides scholarship and covers most tuition and fees (juniors and seniors).
  - Promotes high level academic performance through program culture and “intrusive advisement”.
  - Requires year-round participation in research.
  - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
  - Provides contacts with directors of T32 NIH training grants.
  - Provides GRE training course.
  - Course in research conduct and ethics.
  - Provides monthly seminar speakers from around the country for undergraduates.
  - Promotes participation in national meetings. Many students go to ABRCMS and almost all students present papers.
  - Promotes participation by seniors in other meetings, e.g. The American Society for Biochemistry and Molecular Biology (ASBMB) annual meeting – students present posters.
  - Co-sponsor of Undergraduate Research and Creativity Achievement Day at UMBC.
  - Co-sponsor of annual community college transfer day.
  - Creates community of high performing undergraduates interested in research careers.
- Center for Women and Information Technology (CWIT)
  - CWIT supports UMBC’s commitment to diversity at all levels and its efforts to create a campus community rich in intellectual, cultural, and ethnic diversity. CWIT helps the University achieve its regional and national mission by identifying those areas in science, technology, and engineering where women are significantly underrepresented and attracting well-qualified female students to UMBC through special scholarship initiatives such as the CWIT Scholars Program, Bits & Bytes,

and other programs that attract talented high school graduates in technology and engineering.

- CWIT is currently conducting a climate survey among the undergraduate students in the College of Engineering and Information Technology at UMBC. Data is being gathered both through a web survey as well as through focus group discussions. Analysis of the data is expected to be complete by Fall 2009 and will guide future initiatives in the College.
- The Division of Student Affairs has ongoing among its various offices a large number of initiatives supporting diversity.
  - The Office of the Vice President for Student Affairs is currently conducting a benchmarking survey to assess students' perceptions of and experiences in UMBC's diverse learning environment. Data was collected in December 2008 and January 2009 using the Educational Benchmarking Inc. (EBI) Campus Climate Assessment instrument. The overall response rate was 23.4%. Data analysis has just begun so there are no reportable results available yet. Follow-up focus groups are planned for spring 2009 to better understand student perceptions and experiences with diversity.
  - The director of the office of Off-Campus and Transfer Student Services (OCSS) is organizing an Achievement Gap Roundtable to explore initiatives to promote academic success and achievement of African American male transfer students.

The Achievement Gap Roundtable works with faculty, staff, student mentors and offices such as Student Support Services, Admissions, Sociology, Institutional Research and Meyerhof scholars/coordinators to recommend strategies and outreach support for incoming African-American male transfers from economically disadvantaged communities. The OCSS Transfer Student Network works with adult learners, evening and part-time students by providing Transfer Peers, outreach resource tables and mentoring through the Good Evening Commuters Program. It is working in conjunction with the UMBC Chapter of Tau Sigma, and in cooperation with the Transfer Student Alliance program to offer academic enrichment and transition support for incoming transfer students.

Commuter Connection - The objective of the Commuter Connection is creating a space for commuters to connect with each other and feel welcomed on campus. Commuter Connection peers follow-up directly with incoming first-year students, serve as advocates and organize monthly social events as well as weekly outreach.

- The Residential Life Office through its student staff selection process has a commitment to creating a staff that is reflective of the UMBC community.

- With roommate and community agreements, students are able to create standards that are agreeable to all students living in a shared space. This creates an environment where everyone has the opportunity to create a learning environment in which they will be a successful student.
- Starting in 2008, a gender neutral housing option was offered to meet the needs of transgendered students.
- Most of our community buildings are ADA accessible.
- During the first 6 weeks of school each community promotes at least one multicultural exploration program, allowing students to explore opportunities in their community to experience diversity.
- Through the development of programmatic curriculums each community staff is able to develop programs that are specific to the needs of that population. This is based off demographics, observations made during the first 6 weeks of school, Chickering’s theory of development and the Student Affairs learning objectives.
- By promoting the Community Living Principles, standards set and encouraged at the start of each year, students are encouraged to create a community where all of its members feel included, respected and as though they belong. The Community Living Principles, created by students in 2003 are: Live and Study with Integrity, Seek to Understand Others, Cooperate and Compromise, and Take Action to Improve Your Community.
- During student staff training each year a variety of opportunities are offered to further develop and advance multicultural competencies, so they can better serve the student population they work with. This also allows them to further encourage and support the advancement of the students on their floors.
- In July 2006, the Office of Student Life hired a full-time Assistant Director for Cultural and Religious Diversity position to work with a part-time Graduate Coordinator to oversee and direct the Mosaic: Culture and Diversity Center and the Interfaith Center. These positions work with a paraprofessional student staff, student organizations, student affairs and academic departments to create diversity and social justice educational programs, events, and training for the campus community.
- The Leadership Consultants Program is a year-long leadership development program that trains a select group of UMBC students about leadership and to be leadership educators and facilitators on campus.
- The Director of Student Life serves as the Co-Chair for Fall and Winter Welcome Week Planning Committee. Welcome Week Diversity-Related Programs include:

- R.E.S.P.E.C.T (Annual Welcome Week Lecture/Presentation) – Dr. Maura Cullen, a motivational speaker presents a thought-provoking speech in this time of political correctness.
- Latino Student Program (Meet & Greet Reception)
- Asian Student Program (Meet & Greet Reception)
- Experience IT (Campus-Wide Diversity Meet & Greet Reception)
- Civic Imagination and Social Entrepreneurship Class team taught by the Coordinator for Leadership and Engagement Initiatives in cooperation with the Sondheim Public Affairs Scholars Program Assistant Director.
- Various Student Events Board (SEB) and Student Government Association (SGA) Student Coordinated Events that are open to the entire campus community and occur throughout the year (SEB advised by the Coordinator for Major Events and Programs, SGA advised by the Coordinator for Leadership and Engagement Initiatives).
- The University Counseling Center has Campus Outreach Programming (presentations and facilitated discussions in residence halls, academic classes, student organizations, and faculty/staff groups) by request.
- The Annual Diversity Recruitment Event (Co-sponsored by the National Society of Black Engineers) - A recruitment event open to and marketed to all students. It provides networking opportunities for undergraduate, graduate students and alumni. A guest speaker also presents on relevant career survival topics pertinent to our diverse students including students with disabilities.
- Career Services Center (CSC) Website - Linked from the CSC website is a plethora of information and resources organized according to services and programs (career exploration, job search and skills development, grad. school information), events, campus resources and on-line resources that would be useful for diverse populations. The CSC has a webpage and links dedicated to special needs students, women, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) students, and international students. The website also links to relevant resource information and networking opportunities, as well as well as information on companies designating themselves as LGBTQ-friendly.
- CSC Website - Hi-Tech Career Fair - CSC coordinates the campus-wide registration for this event, which is sponsored by Career Communications Group. Geared toward STEM, business and health-related majors, this event is an excellent opportunity for students to advance their job search, network with top employers, acquire internships and explore graduate education. This event is open to all students.

- UMBC McNair Program/Meyerhoff Scholarship Program - CSC provides on-going workshops (resume and curriculum vitae development, services overview) to students participating in the McNair Scholars programs. CSC also provides career workshops on an as-needed basis for students enrolled in the Meyerhoff Scholarship Program.
- First Year and Sophomore Students - Career Timeline: The CSC has a “Career Timeline” that is readily distributed at campus-wide and Admissions events. The timeline informs these students of available resources for first and second-year students. It also gives specific career goals for each academic year.
- First Year Experiences (FYE) and Introduction to an Honors University (IHU) - CSC regularly presents topics of interest to FYE’s and IHU’s throughout the year. In the summer of 2008, career services facilitated a one day dependable strengths program for the Summer Bridge program.
- Transfer/Commuter Students - Workshops and Seminars: Each semester CSC provides a variety of career workshops and seminars offered in conjunction with the Off-Campus Student Services and the Transfer Student Network. Evening hours are offered each Tuesday until 7:00 p.m. to accommodate commuter students with demanding schedules.
- The Commons recently developed the Social Justice Lounge. It will enable the Commons Advisory Board, composed of students and student leaders, along with other campus offices and student organizations, a passive programming space with display opportunities. The broader use of this space will encompass diversity-related displays and education.
- UMBC Transit's current fleet purchases are handicap accessible.
- UMBC Transit provides audio versions of the bus schedule for visually impaired clients.
- Women’s Health Seminars – A one hour informative discussion with female students who are receiving their first gynecological exam at University Health Services (UHS). Topics discussed with women include procedures and expectations for the exam, STIs, contraceptive information, etc.
- World AIDS Day – The Office of Health Education and the Peer Health Advocates collaborate with other groups on and off campus to educate the entire UMBC community about HIV/AIDS. Although African Americans are not the only student group targeted, there is specific information and programs targeted to this population due to the large number of African Americans infected with HIV/AIDS. Although Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students are not the focus, they are a



group that heavily attends these events, and special programs are done for this population.

- Alcohol Edu – An online alcohol education course that all incoming UMBC freshmen must complete.
- The Naked Roommate – An interactive program for residential students which gives them scenarios about the difficulties of living with others.
- Surviving the Freshmen 15 – A nutrition program targeted for freshmen students.
- Student Peer Health Advocates participate in approximately 10-15 IHU courses each Fall semester. Presentation topics include UHS services, nutrition, stress management, etc. Sample programs planned by the Peer Health Advocates include: Sexual Jeopardy – An interactive game with questions about sexual health issues; Sex in the Dark – This program allows students to write down any questions they have about sexual health on index cards, which are then collected and read with a flash light to provide anonymity, a modified version focuses on LGBTQ students when requested.
- Student Peer Health Advocates participate in “Good Morning Commuters” every semester. They provide information about safety on and off campus, as well as health resources for transfer and commuter students.
- Office of Health Education is designated as a Safe Space for LGBTQ students. The Assistant Director completed Safe Space Training. In addition, Health Education staff and Student Peer Health Advocates actively participate in UMBC Talks, a discussion about diversity issues on UMBC’s campus. Health Educators and Peers facilitate many discussions about diversity issues and health related topics.
- UMBC is a member institution of the Leadership Alliance (LA). The mission of the LA is to increase the number of underrepresented racial and ethnic minorities in the academy as educators, leaders and decision makers.

In summer 2008, a milestone in the history of the LA was celebrated: more than 100 of the students who began in the programs as undergraduates have obtained either a PhD (106) or an MD/PhD (10). A recently held symposium highlighted these doctoral scholars; a Meyerhoff Scholar was one of the honorees.

The flagship program of the LA is the Summer Research Early Identification Program that focuses on introducing undergraduate students to the world of academic careers by real-world research experiences at competitive research institutions that are a part of the LA.

Since 1995, the LA National Symposium has been the common meeting place of Alliance-affiliated undergraduates, graduate students, and faculty/administrators. The Symposium provides presentation experiences for all undergraduates, professional development mentoring, a graduate school recruitment fair & exposure to underrepresented role models.

LA graduate and postdoctoral activities include pre-doctoral fellowships, dissertation fellowships and the Emerging Ph.D. Yearbook.

## C.2. Graduate Student Recruitment and Retention Efforts

- Graduate Horizons – Bring approximately 50 underrepresented minority students from around the country and Puerto Rico to visit UMBC for a weekend of workshops on the graduate school process and visits to academic departments.
- PROMISE is Maryland's Alliance for Graduate Education and the Professoriate program, an alliance among UMBC, UMCP, and UMB. Led by UMBC, it uniquely serves the needs of graduate students across three campuses through activities that range from retreats, seminars, and conferences, to informal discussions during breakfast. The services and programs of PROMISE are open to all graduate students who are seeking or interested in obtaining the PhD, regardless of discipline. The focus of the services and programs is geared toward one of the goals of PROMISE: To increase the numbers and diversity of Maryland's graduate student population in sciences, technology, engineering, and math (STEM) fields. The services and programs of PROMISE will always reflect this goal. PROMISE seeks to increase diverse representation by designing programs that will successfully cultivate new students from diverse ethnicities; and facilitate retention, successful graduation through the PhD, and preparation for the professoriate.
- Attend undergraduate research presentations at conferences of organizations and universities that attract a diverse student body. Examples include: National Society of Black Engineers, Society for the Advancement of Chicano and Native American Scientists, McNair Scholars, American Indian Science and Engineering Society, National Society of Black Physicists, Universidad Metropolitana (Puerto Rico).
- Talk with students at their posters/presentations about opportunities for graduate study at UMBC. Serve on panels about graduate school.
- Identify potential students from available lists and from colleagues across the country.

- Provide application fee waivers to several groups such as McNair Scholars and Project 1000 applicants.
- Work with graduate admissions committees in each program to tailor their recruitment activities.
- Graduate Student Dependable Strengths Training: The Career Services Center offers a two-day strengths assessment training course for current graduate students. All CSC Career Specialists are trained facilitators.
- Career Seminars: CSC has offered for the past several years a job search and networking seminar targeting graduate students. This program has been offered in collaboration with the PROMISE Program. Within the Career Services Center, there is a designated liaison to the UMBC graduate programs that has a collaborative relationship with the various graduate programs on campus and the Graduate Dean's Office.
- Extended orientation program through the PROMISE program targeted at underrepresented students from UMBC, UMCP and UMB. Incoming students are paired with peer mentors. Workshops include academic study skills and maximizing the relationship with your advisor.
- Graduate Student Success Seminars with four tracks: 1) academic success; 2) developing professional skills (presentations, writing journal papers); 3) Professors in Training; and, 4) life balance.
- PROMISE sponsored activities across the three campuses: Fall Harvest Dinner and celebration of success; January research conference to prepare for presentations at professional society conferences; spring community building retreat; end of the year family picnic and awards ceremony.
- Ph.D. Candidacy Reception to recognize those students who have reached Ph.D. candidacy in the past year.
- Dissertation House – concentrated period of time to work on writing the dissertation with the aid of a dissertation coach. Full-week program held twice per year on campus; weekend program held at spring community building retreat; booster sessions held on selected Fridays throughout the year.
- Thesis/dissertation coaching office hours every Friday.
- Group counseling sessions conducted by the University Counseling Services on general issues and on thesis/dissertation completion.
- Graduate student chapter of the Women in Science and Engineering (WISE).
- The Graduate Student Association receives advisory and funding support through the graduate school via a part-time Executive Director position.
- UMBC is a member of the GEM Consortium and the National Physical Sciences Consortium. Both organizations provide graduate fellowships for underrepresented minorities in STEM disciplines. UMBC provides matching funds.

- The Graduate School works with departments to obtain training grants that target minorities and women and/or promote their participation. Currently have: Graduate Assistance in Areas of National Need (GAANN) from U.S. Dept. of Education; NSF Bridge to the Doctorate; NSF Integrative Graduate Education and Research Traineeship (IGERT); NIH supported Meyerhoff Graduate Program training grant; NIH Chemistry/Biology Interface.
- Many programmatic activities are sponsored through PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (AGEP) funded by the National Science Foundation. Other programs supported through the Ph.D. Completion Project funded by the Council of Graduate Schools.
- UMBC participates in the Southern Regional Education Board (SREB) Dissertation Year Fellowships which strives to increase the diversity of students who earn Ph.D.s and become college and university faculty.
- Academic departments have a variety of student retention efforts, such as:
  - New student orientation.
  - Brownbag seminars that emphasize research techniques.
  - Organization of forum and lectures focusing on topics such as race and immigration and interdisciplinary/multidisciplinary themes.
  - Establishment of graduate student organizations that provide leadership training and a sense of community for graduate students.
- The Meyerhoff Graduate Fellows Program at UMBC began in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents with an interest in the underrepresentation of minorities in the biomedical and behavioral sciences.

The purpose and goal of the Meyerhoff Graduate Fellows Program is to increase the number of underrepresented minorities in the biomedical and behavioral sciences that earn PhD degrees and obtain leadership and research positions in academia, government, and industry. To achieve this goal, the NIH-sponsored graduate program efforts are focused on the following objectives: *(i) recruitment; (ii) retention; (iii) academic performance; (iv) research performance; and (v) postgraduate support.*

The program retention rates (91% over the past 4 years; 76% since inception) exceed departmental and institutional averages. To date, 23 Meyerhoff Graduate Fellows have earned Ph.D.'s

### C.3. Initiatives for Foreign Nationals

- Working with the International Education Services (IES) office, the CSC addresses the employment preparation needs of international students and ensures that they understand their respective immigration requirements.
- CSC provides individual career counseling for international students by appointment. “Mock interviews” are role-played interviews with a career specialist where the students are coached and given constructive feedback on their interviewing skills. The majority of students participating in the mock interview program are international students. During Career Week, a workshop is presented that focuses specifically on job searches for international students.
- The IES office serves international students and faculty for the duration of their stay at the university. Throughout the academic year, IES staff prepares workshops to help the international population on such issues as travel documentation, understanding immigration regulatory changes, U.S. tax obligations, health insurance needs, among others. The IES office also plans social events and gatherings to ensure that international students feel properly welcomed and confident that UMBC appreciate the intercultural richness they bring to our community.
- Commons Administration and Transit
  - The international flag display, which the Commons created, is a daily reflection of our campus national origin diversity. The display is updated periodically to reflect the current countries of origin within the present population.

### C.4. Outreach Initiatives

- Alumni Dependable Strengths Training Workshops - At least once per semester, the Career Services Center offers a two-day strengths assessment training course for alumni. All CSC Career Specialists are trained facilitators.
- Alumni Career Services -Alumni exceeding a one-semester grace period have access to a menu of career services on a fee-based basis. Services include one-on-one career counseling, a UMBCworks computer account (job listings and résumé referrals) and the above-mentioned Dependable Strengths Training Workshop.
- The Career Services Center Web site: There is a designated link on the website for alumni, including resource information and links on job search, networking, salary negotiation and information on the UMBC Alumni Services Office.

- The Office of Institutional Advancement (OIA) and its related entities have a significant amount of programming that reflects UMBC's commitment to diversity. The Alumni Relations Office has consistently been working to engage alumni from underrepresented groups, and to re-connect them to UMBC in a meaningful way. The Alumni Association has an officially recognized Chapter of Black and Latino Alumni that has hosted social and educational programming for alumni, and that raised money for UMBC scholarship funds, including the Esperanza Fund and the Second Generation Scholarship Fund.
- In addition, graduates of the Meyerhoff Scholarship Program have worked with OIA to develop a fund raising initiative to support this nationally recognized program. OIA is also working individuals from several alumni groups to pilot mentoring initiatives that will help UMBC graduates-- especially women and graduates of color-mentor current UMBC undergraduate and graduate students.
- The ACTiVATE Program is a partnership between the UMBC's business incubator and research park bwtech@umbc, the Alex. Brown Center for Entrepreneurship, the Center for Women and Information Technology, and the UMBC Office of Technology Development. It is a systematic model for increasing the commercialization of technology innovations from research institutions in the State of Maryland by training women entrepreneurs to create technology-based, start-up companies. Currently beginning its 5<sup>th</sup> cohort, ACiVATE has been nationally recognized for exposing talented, mid-career women to concepts of entrepreneurship, and preparing them to lead or launch new companies. To date, the program has trained more than 80 women, and 12 businesses have been launched to date.
- Every October, the Office of Health Education holds activities and events for Breast Cancer Awareness Month.
- Healthy Eating and Living Program (H.E.L.P.) – A program run by the UHS Health Behavior Change Specialist and Health Educator. Weekly meetings are held with informational sessions about nutrition, exercise, stress management, etc. These meetings act as a support group for many alumni, faculty and staff.

#### D. Process for Reporting Campus-Based Hate Crimes

UMBC has established a reporting process for campus-based hate crimes that is in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The University will investigate and report hate/bias incidents or crimes as required by applicable laws and regulations.

Anyone who is a victim of or learns of a hate/bias incident should report the incident to any of the following offices on campus: University Police, Office of Student Life, Office of Human Relations or Office of Human Resources.

The University Police conducts an initial investigation and assessment to determine if the matter should be handled by police or another campus office. If the Police determine that the incident does not involve criminal activity, it will contact the appropriate office from those listed above so that the appropriate administrative action, if warranted, can be taken pursuant to existing procedures. The unit responding to the complaint communicates information about the incident promptly to UMBC's Office of the President.

UMBC also has an agreement with the Baltimore County Police Department that outlines the process for the Baltimore County Police Department to report incidents to UMBC's Police Department in situations when the County Police takes reports that involve the UMBC campus.

### III. Diversity Plan Moving Forward

#### A. Strategy

UMBC has embraced a broad definition for diversity in its faculty, staff and student populations. Such vision has been captured in the mission statement of the University and has guided the design and implementation of the many initiatives described in summary form in Section II of this document.

The Diversity Plan for UMBC is grounded on the four overarching commitments identified in the Introduction section and duplicated here for a re-affirmation of the Diversity Plan moving forward.

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.
4. To encourage and support development and advancement.

While impressive and nationally-recognized achievements have resulted from the diversity initiatives in place, improvements are still needed at UMBC in order to fully realize and sustain the campus diversity goals. We will use the following strategy for such improvement efforts:

1. Develop institutional procedures for a system of accountability and responsibility for the Diversity Plan.
2. Implement methods for monitoring current status and progress on the Diversity Plan.
3. Identify areas where improvements are needed and develop recommendations with associated actions to achieve the desired improvement.

Further elaboration on this strategy is provided in the following sections.

B. Accountability/Responsibility

UMBC recognizes that its commitment to diversity will play a critical role in the University accomplishing its strategic objectives. As such, the President will identify an appropriate representative who will, at prescribed intervals, apprise the President of the status of and progress towards the University's diversity initiatives.

A Diversity Council will be established to develop, implement, and monitor appropriate procedures and activities that will ensure that the campus remains respectful and inclusive for all campus members. The President's representative will be a member of the Diversity Council.

In addition, UMBC management and supervisory personnel will be trained in best practices that promote diversity across all functions. They will receive ongoing informal and annual formal Performance Management Process (PMP) feedback regarding their individual diversity efforts.

C. Status and Progress on Diversity Plan

In 2002 UMBC prepared a *Minority Achievement Plan Report* to the University System of Maryland addressing four long-term goals, together with recommendations and associated actions. The goals and action items are as follows:

- **Goal #1:** Recruit and enroll a growing number of underrepresented minority undergraduates and prepare them for success.
  - Prepare an annual report comparing current indicators with baseline data.
  - Increase and enhance partnerships with high schools to align curricula and to improve instruction at the K-12 and higher-education levels.
  - Host teachers, counselors, and administrators from schools with large minority populations.



- Continue college-readiness programs and promote them to the community.
  - Continue marketing and recruitment efforts targeting minority students.
  - Enhance quality and increase number of services provided to transfer students.
  - Continue partnerships and 2+2 programs that connect community colleges and four-year institutions, especially the Historically Black Institutions (HBIs).
  - Analyze the relationship between student financial assistance and persistence.
- **Goal #2:** Increase the retention and graduation rates of underrepresented minority undergraduates.
    - Analyze MHEC's annual report on trends in retention and graduation rates for underrepresented minority undergraduates
    - Communicate the expectations for student performance, leadership, and service.
    - Improve student satisfaction.
    - Support student and faculty scholarship.
    - Provide mentoring to students.
    - Ensure that the curriculum reflects the contributions of diverse groups.
    - Offer bridge programs that provide summer academic enhancement, especially in mathematics and science, to incoming freshmen.
    - Promote full-time enrollment of undergraduate students.
    - Monitor academic performance of underrepresented undergraduate students on an ongoing basis.
    - Offer tutoring programs for undergraduate students.
    - Enhance academic-advising programs.
- **Goal #3:** Increase the enrollment and graduation rates of underrepresented minority students in graduate and professional-degree programs.
    - Prepare an annual report showing increases in numbers and proportions of underrepresented minority post-baccalaureate students.
    - Implement research-opportunities programs for undergraduate students underrepresented in certain fields for graduate and professional education.
    - Enhance linkages (formal & informal) with a network of doctoral and research institutions to increase the numbers of minorities enrolled in doctoral and other professional degree programs.
    - Provide career-advisement that targets minority students.
    - Provide career-development activities featuring minority role models with advanced degrees.

- Provide graduate and professional school preparation workshops, seminars, and other activities.
- **Goal #4:** Reflect the diversity of Maryland’s demographics in faculty and staff.
  - Analyze USM Data Journal and Maryland demographic data annually to assess achievement of this Goal.
  - Enhance recruitment plans to expand the number of qualified minorities in applicant pools.
  - Expand marketing efforts to reach minority audiences.
  - Conduct workshops, training sessions, and programs that highlight UMBC's commitment to diversity.
  - Support mentoring activities and discussion groups for faculty and staff.
  - Identify reasons for minority faculty and staff attrition.
  - Offer counseling and advice regarding career opportunities, planning, and development.
  - Offer career development opportunities for staff.

The initiatives described in Section II above are clearly reflective of UMBC’s commitment to these long-term goals, and considerable progress has been made in achieving them. To illustrate:

- The percentage of minority undergraduates rose from 37.2% in fall 2002 to 45.4% in fall 2008.
- The percentage of underrepresented minority first-year freshmen rose from 11.3% in fall 2002 to 18.6% in fall 2008.
- The first-year retention rate for African American students rose from 86.6% in fall 2002 to 91.6% in fall 2007.
- The six-year graduation rate for African American students rose from 51.7% for the fall 1996 to 62.4% for the fall 2001 cohort.
- The percentage of minority graduate students increased from 19.2% in fall 2002 to 20.7% in fall 2008.
- The number of Undergraduate Research Awards (approximately \$1,500) awarded to minority students increased from 1 of 17 in spring 2003 to 9 of 44 in spring 2007.
- From 2004 to 2007, attendees at the *ADVANCE Faculty Horizons Program* included more than 100 underrepresented minorities in STEM disciplines, nearly all of whom were women.
- The percentage of minority non-faculty staff members at UMBC has averaged 28.9% over the past five years.

- The number of tenured and tenure-track women faculty members in STEM disciplines has risen from 20 in 1999 to 45 in 2008.
- The percentage of minorities among newly hired tenured and tenure-track faculty has risen from 26.7% in 2002 to 41.2% in 2008; the corresponding percentages for underrepresented minorities are 6.7% and 17.6%.

#### D. Recommendations

The goals of UMBC's Minority Achievement Plan focus, as required by the University System, on the racial and ethnic dimension of diversity, but our current vision of diversity is far more inclusive and incorporates gender, disability, sexual orientation and gender identity, religious affiliation, and other important characteristics. Because we have not systematically gathered information about the needs of faculty, staff and students and the issues that they face in relation to these characteristics, we plan to implement the following actions:

- a) Design and conduct a campus-wide climate survey (including faculty, staff and students).
- b) Analyze the data gathered by the climate survey and utilize the results to plan additional actions aimed at addressing the identified diversity issues. Identify trend data that could be utilized to monitor progress on diversity initiatives.
- c) Establish a Diversity Council to develop, implement, and monitor appropriate diversity-related procedures and activities. The Diversity Council will have a representative from the UMBC President's Office. The Council will meet semi-annually.
- d) Further enhance on-going initiatives by increasing the support for transfer students as UMBC continues to address the Achievement Gap.

This recommendation is advanced under overarching Commitment #1: "To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community."

Fifty percent of UMBC's population is comprised of transfer students. Most are transferring from one of sixteen (16) 2-year schools in Maryland. Students and families choose to begin their education at a two-year school for various reasons including financial, location/convenience (conducive to family and work obligations), and academic support.

The racial/ethnic composition of Maryland's public high school graduating classes will continue to show substantial diversification over

the coming decade and beyond. The state's public high school graduating class is forecast to become "majority-minority" (when minority graduates outnumber White non-Hispanic graduates) in 2010-11. About 61% of Maryland high school graduates who go on to Maryland colleges in the fall attend community colleges.

African American transfer students at UMBC have a six-year graduation rate 10 percentage points lower than White transfer students. It is UMBC's goal to increase the six-year graduation rate of all full-time transfer students to 62% by the entering fall class in 2015. In doing so, UMBC will reduce the difference in graduation rates between African American transfer students and White transfer students to less than five percent. In particular, it is UMBC's goal to increase the African American male transfer six-year graduation rate to at least 50%.

A two-pronged approach will be utilized to achieve this goal. First, we will expand and modify the traditional Introduction to an Honors University (IHU) seminar to serve all incoming transfer students by fall 2010. At UMBC, the IHU seminar has always been open to both freshmen and transfer students. Too few new transfer students, however, take advantage of this optional opportunity. With adequate funding, we will scale up to 49 sections of IHUs so that we may serve all transfer students enrolled at UMBC, and, once we have that capacity, actually require all transfer students to participate in an IHU.

Second, we will develop and provide Supplemental Instruction (SI) in the courses transfer students most often fail in their first semester at UMBC. SI is a highly successful, peer-led, instructional method shown to reduce course failure and increase participant grades, GPAs, and retention. Student SI leaders drawn from the Meyerhoff Scholarship Program will engage students in the learning processes necessary to succeed. SI will be provided in courses where transfer students struggle academically and actually have higher failure rates.

Another important support for transfer students concerns articulation between two and four year programs. This is key to ensure a healthy and productive relationship between two and four year partners. Through well-defined articulation building processes institutions are assured that students are well prepared for the upper level coursework at the four year academy. Further, articulation allows students to move seamlessly from

the 2-year to the 4-year experience without fear of unexpected loss of credit and most importantly, ensures students' timely progression toward degree completion. Currently, UMBC's articulation efforts are coordinated by a campus-wide committee. This approach has not served the institution or its partner schools well in that it is often very slow, confusing and cumbersome. In addition, the current process lacks expertise needed in effectively building clearly defined articulation agreements.

We recommend hiring a Coordinator of Articulation. Among other duties, the Coordinator of Articulation would be responsible for:

- Serving as the university articulation specialist
  - Developing and maintaining college and program articulation agreements
  - Enhancing ease of transfer to UMBC
  - Developing and maintaining relationships with Community College faculty and staff
  - Reviewing, monitoring, and coordinating transfer and articulation processes and agreements.
- e) Further enhance on-going initiatives by providing additional support for increasing the diversity of UMBC's faculty and staff. Concerning faculty hiring, it is UMBC's goal to recruit at least 10 additional faculty members from historically under-represented groups in the next 3 years. As one component of the strategy to achieve this goal, it is recommended that each UMBC department develop a list of promising graduate minority Ph.D. students so they can be invited to apply when an appropriate search begins. A pool of travel funds should be established for current faculty to attend major professional society meetings and identify promising future underrepresented minority faculty candidates.

Concerning enhancement of staff diversity, it is UMBC's goal to recruit specifically an increased number of Hispanic and Asian staff members to its community.

- f) Enhance support for the success of faculty and staff members recruited to UMBC under the various diversity initiatives. Recruitment of diverse faculty and staff members to UMBC, coupled with results of the climate survey recommended in b) above, will illuminate more specific areas of need. The University should anticipate hiring one or two additional staff members to coordinate activities designed to promote access, development, fairness, acceptance, and a culture of inclusion on campus.

#### IV. Additional Resources

The following is a list of links to websites for various ongoing UMBC initiatives where additional information can be obtained about these programs

Southern Regional Education Board (SREB) Dissertation Year Fellowships

<http://www.umbc.edu/gradschool/funding/SREB>

Office of Student Life, Mosaic: Culture and Diversity Center and Interfaith Center

<http://www.umbc.edu/studentlife/diversity/index.php>

PROMISE Alliance

<http://www.umbc.edu/promise/>

ACTiVATE Entrepreneurship Program

<http://www.umbc.edu/activate/>

Faculty Sponsorship Committee

[http://www.umbc.edu/advance/faculty\\_horizons.html](http://www.umbc.edu/advance/faculty_horizons.html)

President's Commission for Women

<http://www.umbc.edu/women/>

Meyerhoff Scholars Program

<http://www.umbc.edu/meyerhoff/index.html>

Center for Women and Information Technology

<http://www.umbc.edu/cwit/>

ADVANCE

<http://www.umbc.edu/advance/>

Women's Center

<http://www.umbc.edu/womenscenter/>

Learning Resources Center

<http://www.umbc.edu/lrc/>

Graduate Student Organizations

<http://www.umbc.edu/studentlife/getinvolved/organizations.php#cat13>

Social Sciences Forum

<http://www.umbc.edu/socsforum/>

Division of Student Affairs

<http://www.umbc.edu/saf/>

Career Services Center

<http://www.careers.umbc.edu/>

## Appendix – Budget

The following table presents the cost estimates for the activities included in the recommendations section III.D.

### Introduction to an Honors University

IHU instructors for 49 sections @ \$1,000 each	\$	49,000
Faculty stipends for 13 linked IHUs @ \$1,000 each	\$	13,000
Stipends for 49 peer mentors @ \$250 each	\$	12,250
Training and support for instructors and peers	\$	11,000
Hybrid and online course development	\$	5,000
Evaluation	\$	10,000
Equipment and supplies	\$	6,000
Administrative support from student workers	\$	4,000
Total	\$	<b>110,250</b>

### Supplemental Instruction

Coordinator salary and benefits (30%)	\$	52,000
Operational expenses (12%)	\$	5,400
Training and support for SI staff and SI leaders	\$	7,000
SI leader payroll* @ \$10 per hour	\$	18,720
Equipment and supplies	\$	5,000
Administrative support from student workers	\$	4,000
Evaluation	\$	10,000
Total:	\$	<b>102,120</b>

\*Start with 4 courses x 3 SI Leaders x 6 hours per week  
x \$10 per hour x 13 weeks x 2 semesters = \$18,720

Coordinator of Articulation salary and benefits (30%) \$ **52,000**

### New URM Faculty Lines

10 positions at average salary of \$72K and benefits (27%)	\$	914,400
Costs for search and outreach @\$4K/search	\$	40,000
Total:	\$	<b>954,400</b>

### Support staff

Two positions, salary and benefits (30%) \$ **104,000**

Grand Total \$ **1,322,770**



# Section III: Demographic Data

UMBC DATA FOR CULTURAL DIVERSITY REPORT - 2017-18 Report

TABLE 5: STUDENTS

UNDER- GRADUATE	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,646	16.5%	741	905	1,671	16.4%	758	913	1,924	17.1%	893	1,031	1,940	17.4%	907	1,033	2,028	18.1%	963	1,065
American Indian or Alaska Native	44	0.5%	25	19	52	0.5%	30	22	40	0.4%	21	19	16	0.1%	9	7	23	0.2%	15	8	23	0.2%	15	8
Asian	2,085	21.7%	1,106	979	2,034	20.4%	1,077	957	2,126	20.8%	1,171	955	2,295	20.4%	1,214	1,081	2,338	21.0%	1,248	1,090	2,417	21.5%	1,269	1,148
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	670	6.0%	334	336	751	6.7%	375	376	829	7.4%	408	421
White	4,985	51.9%	2,911	2,074	5,150	51.8%	2,962	2,188	5,131	50.3%	3,005	2,126	4,906	43.6%	2,905	2,001	4,791	43.0%	2,901	1,890	4,620	41.1%	2,835	1,785
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	22	0.2%	9	13	13	0.1%	5	8	15	0.1%	7	8
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	432	3.8%	225	207	429	3.9%	228	201	485	4.3%	259	226
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	495	4.4%	308	187	417	3.7%	256	161	363	3.2%	214	149
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	483	4.3%	268	215	440	3.9%	248	192	454	4.0%	253	201
TOTAL	9,612		5,246	4,366	9,947		5,383	4,564	10,210		5,593	4,617	11,243		6,165	5,078	11,142		6,183	4,959	11,234		6,223	5,011

  

GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	356	12.2%	144	212	275	10.3%	104	171	313	12.1%	142	171	294	11.8%	143	151	321	13.2%	143	178
American Indian or Alaska Native	9	0.3%	5	4	9	0.3%	6	3	3	0.1%	1	2	4	0.2%	1	3	5	0.2%	1	4	3	0.1%	1	2
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	204	7.9%	109	95	216	8.6%	117	99	191	7.9%	109	82
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	110	4.2%	58	52	105	4.2%	60	45	104	4.3%	52	52
White	1,400	52.7%	617	783	1,535	52.5%	679	856	1,274	47.6%	585	689	1,265	48.7%	639	626	1,158	46.4%	581	577	1,076	44.3%	524	552
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	5	0.2%	3	2	4	0.2%	3	1	2	0.1%	1	1
Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.5%	22	16	49	2.0%	23	26	48	2.0%	20	28
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	98	3.8%	58	40	95	3.8%	56	39	118	4.9%	53	65
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	559	21.5%	320	239	572	22.9%	328	244	565	23.3%	320	245
TOTAL	2,656		1,190	1,466	2,923		1,350	1,573	2,678		1,265	1,413	2,596		1,352	1,244	2,498		1,312	1,186	2,428		1,223	1,205

UNDER- GRADUATE	% chg f08-f17	% chg f16-f17
African American/Black	26.2%	4.5%
American Indian or Alaska Native	-47.7%	0.0%
Asian	15.9%	3.4%
Hispanic/Latino	116.4%	10.4%
White	-7.3%	-3.6%
Native Hawaiian or other Pacific Islander*	na	15.4%
Two or more races	na	13.1%
Did Not Self Identify	131.2%	-12.9%
International	29.3%	3.2%
TOTAL	16.9%	0.8%

  

GRADUATE	% chg f08-f17	% chg f16-f17
African American/Black	6.3%	9.2%
American Indian or Alaska Native	-66.7%	-40.0%
Asian	12.4%	-11.6%
Hispanic/Latino	50.7%	-1.0%
White	-23.1%	-7.1%
Native Hawaiian or other Pacific Islander*	na	-50.0%
Two or more races	na	-2.0%
Did Not Self Identify	-57.6%	24.2%
International	32.0%	-1.2%
TOTAL	-8.6%	-2.8%

UNDER- GRADUATE	% chg f09-f17	% chg f16-f17
African American/Black	23.2%	4.5%
American Indian or Alaska Native	-55.8%	0.0%
Asian	18.8%	3.4%
Hispanic/Latino	113.7%	10.4%
White	-10.3%	-3.6%
Native Hawaiian or other Pacific Islander*	-80.5%	15.4%
Two or more races	na	13.1%
Did Not Self Identify	78.8%	-12.9%
International	14.4%	3.2%
TOTAL	12.9%	0.8%

  

GRADUATE	% chg f09-f17	% chg f16-f17
African American/Black	-9.8%	9.2%
American Indian or Alaska Native	-66.7%	-40.0%
Asian	-4.5%	-11.6%
Hispanic/Latino	38.7%	-1.0%
White	-29.9%	-7.1%
Native Hawaiian or other Pacific Islander*	-77.8%	-50.0%
Two or more races	na	-2.0%
Did Not Self Identify	-49.1%	24.2%
International	11.4%	-1.2%
TOTAL	-16.9%	-2.8%

ALL STUDENTS	#		%		Male		Female		#		%		Male		Female		#		%		Male		Female	
African American/Black	1,909	15.6%	836	1,073	2,002	15.6%	885	1,117	1,946	15.1%	862	1,084	2,237	16.2%	1,035	1,202	2,234	16.4%	1,050	1,184	2,349	17.2%	1,106	1,243
American Indian or Alaska Native	53	0.4%	30	23	61	0.5%	36	25	43	0.3%	22	21	20	0.1%	10	10	28	0.2%	16	12	26	0.2%	16	10
Asian	2,255	18.4%	1,182	1,073	2,234	17.4%	1,183	1,051	2,282	17.7%	1,246	1,036	2,499	18.1%	1,323	1,176	2,554	18.7%	1,365	1,189	2,608	19.1%	1,378	1,230
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	780	5.6%	392	388	856	6.3%	435	421	933	6.8%	460	473
White	6,385	52.0%	3,528	2,857	6,685	51.9%	3,641	3,044	6,405	49.7%	3,590	2,815	6,171	44.6%	3,544	2,627	5,949	43.6%	3,482	2,467	5,696	41.7%	3,359	2,337
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	27	0.2%	12	15	17	0.1%	8	9	17	0.1%	8	9
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	470	3.4%	247	223	478	3.5%	251	227	533	3.9%	279	254
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	593	4.3%	366	227	512	3.8%	312	200	481	3.5%	267	214
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	1,042	7.5%	588	454	1,012	7.4%	576	436	1,019	7.5%	573	446
TOTAL	12,268	100.0%	6,436	5,832	12,870		6,733	6,137	12,888		6,838	6,030	13,839		7,517	6,322	13,640		7,493	6,145	13,662		7,446	6,216

ALL STUDENTS	% chg f08-f17	% chg f16-f17
African American/Black	23.0%	5.1%
American Indian or Alaska Native	-50.9%	-7.1%
Asian	15.7%	2.1%
Hispanic/Latino	106.4%	9.0%
White	-10.8%	-4.3%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	11.5%
Did Not Self Identify	10.6%	-6.1%
International	30.8%	0.7%
TOTAL	11.4%	0.2%

ALL STUDENTS	% chg f09-f17	% chg f16-f17
African American/Black	17.3%	5.1%
American Indian or Alaska Native	-57.4%	-7.1%
Asian	16.7%	2.1%
Hispanic/Latino	101.5%	9.0%
White	-14.8%	-4.3%
Native Hawaiian or other Pacific Islander*	-80.2%	0.0%
Two or more races	na	11.5%
Did Not Self Identify	10.6%	-6.1%
International	12.7%	0.7%
TOTAL	6.2%	0.2%

TABLE 6: FACULTY

ALL FACULTY	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	54	5.3%	24	30	53	5.1%	25	28	69	6.8%	33	36	71	7.1%	31	40	69	6.8%	32	37
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	2	0.2%	1	1	-	0.0%	-	-	2	0.2%	-	2
Asian	107	10.5%	72	35	132	13.0%	87	45	130	12.6%	83	47	130	12.7%	68	62	132	13.3%	70	62	143	14.0%	80	63
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	23	2.3%	7	16	25	2.5%	10	15	31	3.0%	18	13
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	732	71.8%	414	318	707	71.1%	405	302	718	70.5%	393	325
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	2	0.2%	1	1	7	0.7%	4	3	4	0.4%	1	3	6	0.6%	2	4
Did Not Self Identify	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	57	5.6%	33	24	55	5.5%	34	21	49	4.8%	30	19
TOTAL	1,018		615	403	1,017		620	397	1,032		620	412	1,020		560	460	994		551	443	1,019		556	463

ALL FACULTY	% chg f08-f17	% chg f16-f17
African American/Black	15.0%	-2.8%
American Indian or Alaska Native	0.0%	na
Asian	33.6%	8.3%
Hispanic/Latino	181.8%	24.0%
White	0.6%	1.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	-100.0%	na
International	-60.2%	-10.9%
TOTAL	0.1%	2.5%

ALL FACULTY	% chg f09-f17	% chg f16-f17
African American/Black	27.8%	-2.8%
American Indian or Alaska Native	-33.3%	na
Asian	8.3%	8.3%
Hispanic/Latino	158.3%	24.0%
White	1.1%	1.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-53.8%	-10.9%
TOTAL	0.2%	2.5%

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	19	5.0%	10	9	20	5.3%	12	8	26	6.5%	13	13	26	6.5%	12	14	25	6.2%	11	14
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Asian	41	10.8%	26	15	50	13.1%	31	19	51	13.4%	32	19	67	16.8%	38	29	71	17.8%	41	30	75	18.6%	42	33
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	13	3.3%	5	8	13	3.3%	7	6	13	3.2%	7	6
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	279	69.8%	169	110	275	68.8%	164	111	275	68.1%	162	113
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	1	2	0.5%	-	2	2	0.5%	-	2	3	0.7%	-	3
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	33	8.7%	18	15	23	6.0%	14	9	18	4.7%	10	8	13	3.3%	8	5	13	3.3%	7	6	13	3.2%	8	5
TOTAL	378		233	145	381		235	146	380		234	146	400		233	167	400		231	169	404		230	174
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	35	5.5%	14	21	33	5.1%	13	20	43	6.9%	20	23	45	7.6%	19	26	44	7.2%	21	23
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	2	0.3%	1	1	-	0.0%	-	-	2	0.3%	-	2
Asian	66	10.3%	46	20	82	12.9%	56	26	79	12.1%	51	28	63	10.2%	30	33	61	10.3%	29	32	68	11.1%	38	30
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	10	1.6%	2	8	12	2.0%	3	9	18	2.9%	11	7
White	437	68.3%	255	182	428	67.3%	253	175	430	66.0%	257	173	453	73.1%	245	208	432	72.7%	241	191	443	72.0%	231	212
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	5	0.8%	4	1	2	0.3%	1	1	3	0.5%	2	1
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	44	7.1%	25	19	42	7.1%	27	15	36	5.9%	22	14
TOTAL	640		382	258	636		385	251	652		386	266	620		327	293	594		320	274	615		326	289

TENURED/ TENURE TRACK FACULTY	% chg f08-f17	% chg f16-f17
African American/Black	19.0%	-3.8%
American Indian or Alaska Native	na	na
Asian	82.9%	5.6%
Hispanic/Latino	116.7%	0.0%
White	-0.7%	0.0%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-60.6%	0.0%
TOTAL	6.9%	1.0%
NON-TENURE TRACK FACULTY	% chg f08-f17	% chg f16-f17
African American/Black	12.8%	-2.2%
American Indian or Alaska Native	0.0%	na
Asian	3.0%	11.5%
Hispanic/Latino	260.0%	50.0%
White	1.4%	2.5%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	-100.0%	na
International	-60.0%	-14.3%
TOTAL	-3.9%	3.5%

TENURED/ TENURE TRACK FACULTY	% chg f09-f17	% chg f16-f17
African American/Black	31.6%	-3.8%
American Indian or Alaska Native	na	na
Asian	50.0%	5.6%
Hispanic/Latino	85.7%	0.0%
White	-2.5%	0.0%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-43.5%	0.0%
TOTAL	6.0%	1.0%
NON-TENURE TRACK FACULTY	% chg f09-f17	% chg f16-f17
African American/Black	25.7%	-2.2%
American Indian or Alaska Native	-33.3%	na
Asian	-17.1%	11.5%
Hispanic/Latino	260.0%	50.0%
White	3.5%	2.5%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-56.6%	-14.3%
TOTAL	-3.3%	3.5%

TABLE 7: STAFF

STAFF (excluding grad asst)	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	276	23.2%	81	195	279	23.2%	88	191	282	21.9%	77	205	277	21.5%	82	195	311	23.6%	88	223
American Indian or Alaska Native	5	0.4%	2	3	5	0.4%	2	3	4	0.3%	1	3	1	0.1%	1	-	0.0%	-	-	1	0.1%	1	-	-
Asian	40	3.3%	15	25	39	3.3%	17	22	45	3.7%	16	29	46	3.6%	16	30	49	3.8%	19	30	56	4.3%	22	34
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	27	2.1%	13	14	27	2.1%	13	14	32	2.4%	13	19
White	877	71.9%	358	519	848	71.4%	350	498	846	70.3%	358	488	912	70.8%	380	532	914	70.8%	382	532	891	67.7%	366	525
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	5	0.4%	2	3	5	0.4%	2	3	5	0.4%	2	3
Two or more races	-	0.0%	-	-	-	0.0%	-	-	4	0.3%	1	3	10	0.8%	3	7	12	0.9%	6	6	16	1.2%	9	7
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	1	1	0.1%	1	-	0.0%	-	-	-	0.0%	-	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	4	0.3%	2	2	7	0.5%	1	6	5	0.4%	-	5
TOTAL	1,220		463	757	1,188		461	727	1,204		476	728	1,288		495	793	1,291		505	786	1,317		501	816

\* 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: REX Data Warehouse - .Employees and ReportStudentTerm tables.  
 Prepared by UMBC IRADS, April 2018

STAFF (excluding grad asst)	% chg 08-17	% chg 16-17
African American/Black	12.7%	12.3%
American Indian or Alaska Native	-80.0%	na
Asian	40.0%	14.3%
Hispanic/Latino	68.4%	18.5%
White	1.6%	-2.5%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	33.3%
Did Not Self Identify	na	na
International	66.7%	-28.6%
TOTAL	8.0%	2.0%

STAFF (excluding grad asst)	% chg 09-17	% chg 16-17
African American/Black	12.7%	12.3%
American Indian or Alaska Native	-80.0%	na
Asian	43.6%	14.3%
Hispanic/Latino	77.8%	18.5%
White	5.1%	-2.5%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	33.3%
Did Not Self Identify	na	na
International	150.0%	-28.6%
TOTAL	10.9%	2.0%