



UNIVERSITY *of* MARYLAND
EASTERN SHORE

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAM
OF
CULTURAL DIVERSITY

April 2, 2014

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PROGRESS REPORT

The Maryland General Assembly passed Senate Bill 438 and House Bill 905 into law July 1, 2008. The bills required each higher education institution to submit a plan for its cultural diversity programs on or before May 1, 2009. Each year thereafter, an annual progress report has been required. Therefore, this is the current progress report for cultural diversity for the University of Maryland Eastern Shore.

I. ELEMENTS AND ORDER OF INSTITUTIONAL PROGRESS REPORTS FOR A PROGRAM OF CULTURAL DIVERSITY

a. Summary of Institutional Diversity Plan

i. Goals

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students.

GOAL 3: Diverse Faculty and Staff

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

ii. Areas of Emphasis and Strategy for Implementation

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

Goal 1.A: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

Key Strategies

1.A.1 - Establish or enhance systems for generating feedback from students, faculty and staff about the status of campus climate and utilize survey information in formulating future strategies.

1.A.2 - Identify practices or policies that may have negative impacts or create barriers for particular populations and develop coordinated strategies for addressing any issues identified.

1.A.3 - Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance.

1.A.4 - Increase awareness by faculty and staff regarding the needs of students with disabilities and set specific responsibilities and expectations for the enhancement of campus services and programs, including classroom experiences.

1.A.5 - Review and broaden the orientation for new faculty, staff, and students to include cultural norms, climate, services, resources and other diversity-oriented topics.

1.A.6 - Enhance residence hall diversity programs to increase participation by students.

Goal 1.B: Learning Experiences for Diversity - Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Key Strategies

1.B.1 - Expand student participation in programs that provide strong academic support and sense of community.

1.B.2 - Increase support for improved teaching about diversity and for teaching an increasingly diverse student body.

1.B.3 - Increase opportunities for gaining knowledge and understanding of the unique history and perspectives of non-African-American groups, including curricular enhancements and extracurricular programming, to improve the overall education experience.

1.B.4 - Promote and increase opportunities for study abroad experiences by students, including economically disadvantaged students and non-African-American groups.

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students.

Goal 2.A: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

Contributing Goals:

Goal 2.A.1: New Students – Demonstrate continuing improvement in the number of new non-African-American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 226 (18%) of 1,237.)

Goal 2.A.2: Retention Rates – Continue to enhance the first-year retention rate for non-African-American students. (The rate for the 2008-2009 baseline reporting year was 65 (68%) of 96.)

Key Strategies

2.A.1 - By racial/ethnic group, analyze numerical and percentage trends in degrees awarded, graduation and retention rates, applications, admission and yield rates, and number of new students.

2.A.2 - Engage student body to assist with recruitment of non-African-American students and to contribute to retention through academic support services. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management).

2.A.3 - Develop and/or enhance highly focused recruitment strategies aimed at non-African-American high-school students, including such initiatives as:

- Building productive partnerships with key high schools that have high concentrations of non-African-American students.
- Coordinating outreach programs targeting communities of non-African-Americans.
- Expanding participation in summer programs on campus targeting non-African-American students.
- Increasing participation in the Admissions Office's program for linking UMES non-African-American students as mentors to non-African-American students in the local public schools.

2.A.4 - Build partnerships with community colleges aimed at attracting non-African-American transfer students to UMES, as well as easing the transition between colleges.

2.A.5 - Expand academic support services provided by the Center for Access and Academic Success to extend services beyond the freshman year.

2.A.6 - Establish specific strategies by each school for increasing the number of degrees earned by non-African-American students; monitor and report progress annually.

2.A.7 - Extend current networks of staff, faculty, and administrators who can support and advise non-African-American students toward achievement of academic success.

2.A.8 - Establish or enhance a set of core services by each school/college and division aimed at increasing success rates of non-African-American students.

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36 (41%) of 87.)

Contributing Goal:

Goal 2.B.1: New Graduate Students - Demonstrate continuing improvement in the number of new graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 55 (42%) of 131.)

Key Strategies

2.B.1 - By racial/ethnic group, analyze trends in the numbers and percentages of graduate degrees awarded, applications, admission and yield rates, and number of African-American new graduate students.

2.B.2 - Enhance recruitment strategies aimed at prospective African-American graduate students, including establishing positive relationships with other institutions, utilizing alumni groups in recruitment, and enhancing faculty contact with prospective graduate African-American students.

2.B.3 - Seek enhanced funding for African-American graduate student fellowships.

2.B.4 - Establish effective mentoring programs for advising and supporting African-American graduate students, aimed at increasing success rates.

2.B.5 - Develop partnerships with the National Association of Graduate and Professional Students (NAGPS) for enhancing recruitment and retention of African-American graduate students.

2.B.6 - Provide career advising and placement services for all graduate students, including those from underrepresented groups, to help improve recruitment and retention.

GOAL 3: Diverse Faculty and Staff

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Goal 3.A: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 44 (40%) of 110.)

Key Strategies

3.A.1 - Establish strategies and implementation plans by schools for increasing the number of tenured and tenure-track African-American faculty and monitor and report progress annually.

3.A.2 - Engage African-American faculty in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty.

3.A.3 - Enhance support for special opportunities in the Division of Academic Affairs to help broaden faculty diversity.

3.A.4 - Encourage enhanced professional development opportunities for all faculty.

3.A.5 - Improve communication and understanding about recent changes in tenure procedures that offer broader criteria in research, teaching, and service to enhance opportunities for all faculty.

3.A.6 - Enhance mentoring programs for tenure-track faculty.

3.A.7 - Continue and enhance early preparation workshops on tenure processes and expectations.

3.A.8 - Continue to develop an exit interview process to identify opportunities for improvement in retention of all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.9 - Increase research grant funding to expand research opportunities for all faculty.

3.A.10 - Encourage faculty to take responsibility for their professional goals and objectives (grant writing).

Goal 3.B: Non-African-American Administrators - Maintain the number of non-African-American, full-time executive/administrative/managerial staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

Key Strategies

3.B.1 - Develop specific strategies by schools and divisions for maintaining non-African-American executive/administrative/managerial staff. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.2 - Engage non-African-American administrators in successful recruitment and professional development efforts to aid in attracting non-African-American administrative leaders.

3.B.3 - Examine recruiting practices for Executive/Administrative/Managerial staff to determine opportunities for enhancing diversity.

3.B.4 - Develop exit interview process to identify opportunities for improved retention of non-African-American administrators.

Goal 3.C: Non-African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22.2%) of 432.)

Key Strategies

3.C.1 - Implement high-priority recommendations by Human Resource Management to attract potential employees from underrepresented non-African-Americans.

3.C.2 - Enhance staff development opportunities and succession strategies to improve upward mobility across the campus.

3.C.3 - Develop exit interview process to identify opportunities for improved retention of non-African-American staff.

3.C.4 - Evaluate retention of non-African-American staff by department; establish strategies and implementation plans at both the department and division levels to improve retention.

b. Progress on Meeting Goals as Stated in Plan

The Goals and Key Strategies for the Diversity Plan are grouped under three broad areas: Climate for Living, Learning, and Working; Student Access and Opportunity; and Diverse Faculty and Staff.

The area of Climate for Living, Learning, and Working includes the culture, decisions, practices, policies, and behaviors that constitute the environment at the University of Maryland Eastern Shore. To this end, the University has established institutional core values that include appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of other cultures.

In the area of Student Access and Opportunity, particular emphasis is placed on the successful graduation of all students, in recognition of the campus' most basic educational mission. However, for this plan the matriculation of non-African-American students is emphasized. The plan also includes enrollment, graduation rate and retention goals that contribute to the over-arching aim of increasing the number of degrees earned by non-African-American students. The number of non-African-Americans freshman and transfer students has increased from 236 in 2008 to 326. The number of non-African-Americans graduates has risen from 51 in 2008 to 123 in 2013 and the number of African-American graduate degrees awarded has increased from 33 to 58; the percentage of African-American graduate degrees awarded has increased from 32% to 41%. The University has taken steps to increase the number of graduate degrees received by African-American by instituting a more formalized and systematic approach to degree completion. For example, the Graduate School holds workshops for students to assist them in their ability to write for the dissertation process. Additionally, the proposal process has been streamlined and more detailed guidelines and procedural steps have been provided.

In the area of Diverse Faculty and Staff, the University of Maryland Eastern Shore believes that a strong faculty is a diversified faculty. Diversity brings a whole world of knowledge by looking at and viewing learning from different perspectives. Even though the University has increased the total number (56) of tenure track/non-tenure track African American Faculty, the percent of the African-American faculty has remained constant at 39% of the total faculty.

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

Goal 1.A: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

Outcome

The University is still in the process of validating an internal instrument to conduct an environmental scan of the campus. The results will be used as a guide for any needed workshops or policy changes.

Current policies have been reviewed in the undergraduate and graduate catalogs to identify barriers that might impact students. A new faculty orientation program has been developed to inform them of important data associated with the campus.

The University is making progress on this goal and it will continue to make adjustments and move forward. The Office of the President just initiated a new campus-wide Champaign, I Care (integrity, commitment, accountability, respect, and excellence). This Champaign fosters the idea that each individual in the campus community is important and all community members should exhibit behaviors that denotes respect and caring. To further highlight this initiative, a new screen saver had been added to every office computer that includes the slogan for this Champaign, "Hawkspitality."

Goal 1.B: Learning Experiences for Diversity – Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Outcome

During the summer of 2013, there was a decrease in the number of summer enrichment programs were held on the UMES campus: 1) Summer Enrichment Academy, 2) Hyatt Summer Bridge program, 3) Project Seed and 4) Upward Bound. In 2011–2012, 422 students attended our summer programs and in 2012–2013, 192 attended. The number of students attending summer programs decreased. Therefore, Goal 1.B was not met.

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore for all non-African-American students.

Goal 2.A: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor’s degrees earned by non-African-American students.

Outcome

During the 2012–2013 academic year, a total of 123 non-African-American students earned bachelor’s degrees from UMES. The baseline data for 2008–2009 was 86. Goal 2.A was met.

Contributing Goals:

Goal 2.A.1: New Students - Demonstrate continuing improvement in the number of new, non-African-American students who enter UMES as freshmen and transfers.

Outcome

During the 2012–2013 academic year, a total of 326 (30%) new, non-African-American freshman and transfer students entered UMES. The baseline data for 2008–2009 for new, non-African-American students who entered UMES as freshmen and transfers was 236 (18%). Therefore, Goal 2.A.1 was met.

Goal 2.A.2: Retention Rates - Continue to enhance the first-year retention rate for non-African-American students. (The rate for the 2010–2011 baseline reporting year was 87 of 139.)

Outcome

During the 2012–2013 academic year, 156 of 219 (71%) non-African-American students returned for the fall 2013 semester. During the 2010–2011 academic year, 87 (65%) non-African-American students returned for the fall semester of 2011. Therefore, Goal 2.A.2 was met.

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master’s and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 33).

Outcome

During the 2012–2013 academic year, a total of 58 (41%) graduate degrees (including master's and doctoral degrees) were earned by African-American students. In 2008–2009, the baseline data was 33 of 104 (32%) degrees earned by African-American students. Therefore, Goal 2.B was met.

Contributing Goals

Goal 2.B.1: New Graduate Students - Demonstrate continuing improvement in the number of graduate-level (including master's and doctoral) African-American students.

Outcome

During the 2012–2013 academic year, a total of 289 graduate-level (including master's and doctoral) African-American students were enrolled. The baseline data for 2008–2009 was 224. Therefore, the number of graduate level African-American students increased and Goal 2.B.1 was met.

GOAL 3 – DIVERSE FACULTY AND STAFF

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Goal 3.A: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008–2009 baseline reporting year was 44 (40%) of 110.)

Outcome

During the 2012–2013 academic year, a total of 56 (39%) of 126 African-American faculty were tenured and on tenure-track. The baseline data for 2008–2009 was 48. Therefore, for Goal 3.A was met.

Goal 3.B: Non-African-American Administrators - Maintain the number of non-African-American, full-time executive/administrative/managerial staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

Outcome

During the 2012–2013 academic year, a total of 20 (21%) of 95 non-African-American full-time executive/administrative/managerial staff was employed. Therefore, Goal 3.B was met.

Goal 3.C: Non-African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented.

Outcome

During the 2012–2013 academic year, a total of 136 (25%) of 552 non-African-Americans were employed as staff members. In 2008–2009, a total of 121 non-African-Americans were employed. Therefore, Goal 3.C was met.

II. A SUMMARY OF EFFORTS TO INCREASE THE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED FACULTY, STAFF AND STUDENTS.

The University makes every attempt to recruit and hire a diverse faculty and staff. The University advertises in national and local publications including the *Chronicle of Higher Education*, The Association of Public and Land-Grant Universities (APLU), and *HBCU Connect*. Campus faculty are encouraged to use networking systems to identify potential candidates. Additionally, departmental faculty have established strategies and implementation plans by schools for increasing the number of tenured and tenure-track African-American faculty, and African-American faculty are engaged in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty. The recruiting staff recruits at local and state-wide recruitment fairs and hosts a tri-County recruitment fair every other year. The Admissions team has partnered with Academic Affairs to build productive partnerships with key high schools that have high concentrations of non-African-American students.

III. STATUS OF ENHANCEMENT OF CULTURAL DIVERSITY PROGRAMMING AND SENSITIVITY TO CULTURAL DIVERSITY THROUGH INSTRUCTION AND TRAINING OF THE STUDENT BODY, FACULTY, AND STAFF OF THE INSTITUTION.

a. Faculty and Staff Training

In order to address the new complexities of the campus environment, the Office of Human Resources continues to offer workshops on workplace civility. These workshops include modules on cultural diversity. The University also holds an annual festival on cultural diversity for faculty, staff, and students. In addition, all new faculty are required to attend an orientation during the beginning of the semester and two more workshops held during the first semester of employment. UMES continues to support a new faculty dinner in partnership with Salisbury University (SU). One desired outcome is the possibility of joint research projects between the two universities. In fact, the Pharmacy program at UMES did partner with SU's nursing program to present a paper at a national conference.

b. Curricular Initiatives

The University has added four more courses to the 36 that had infused globalization in General Core and in discipline-specific courses. These courses now include modules on the impact of various cultures on the content explored. For example, in a fashion merchandising course content includes the impact and effects of fashion on the individual and on society, including the developing nations of the world.

c. Co- Curricular Initiatives

The School of Graduate Studies continues to provide new student orientation sessions, and these students will be exposed to diversity information relative to the student body.

IV. CONCLUSION

In conclusion, the University of Maryland Eastern Shore (UMES) has completed its progress report on cultural diversity. The University had three main goals: 1) ***Climate for Living, Learning and Working***; 2) ***Student Access and Opportunity***, and 3) ***Diverse Faculty and Staff***. The University has plans to continue its efforts to increase African-American tenured/tenured track faculty, increase the number of African-American graduate students, and increase the number of African-American graduates both on the undergraduate and graduate levels. Strategies the University plans to utilize are outlined in the beginning of this report.

UNIVERSITY OF MARYLAND EASTERN SHORE
 Institutional Program of Cultural Diversity Progress Report Data
 Academic Year 2009-2010 thru 2013-2014

Table 1: UMES Student Enrollment* Fall 2009- Fall 2013 by Race/Ethnicity

Race /Ethnicity	2009-2010				2010-2011				2011-2012			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,439	80.6%	1,331	2,108	3,340	76.9%	1,348	1,992	3,257	75.2%	1,295	1,962
American Indian or Alaskan Native	8	0.2%	5	3	18	0.4%	7	11	7	0.2%	1	6
Asian	63	1.5%	31	32	90	2.1%	36	54	84	1.9%	42	42
Hispanic/Latino	63	1.5%	26	37	100	2.2%	37	64	101	2.3%	45	56
White	591	13.9%	270	321	627	14.4%	301	326	664	15.3%	333	331
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	3	0.0%	2	1	3	.1%	1	2
Two or More Races	NA	NA	NA	NA	39	1.0%	14	25	133	3.1%	47	86
Did Not Self-Identify	102	2.4%	39	63	128	3.0%	57	71	83	1.9%	37	46
Total	4,266	100.0%	1,702	2,564	4,345	100.0%	1,801	2,544	4,332	100.0%	1,801	2,531

Table 1: UMES Student Enrollment (cont.)

Race /Ethnicity	2012-2013				2013-2014			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,071	71.5%	1,242	1,829	2,831	69.7%	1,186	1,645
American Indian or Alaskan Native	4	0.1%	3	1	4	0.1%	3	1
Asian	75	1.7%	39	36	75	1.8%	45	30
Hispanic/Latino	100	2.3%	40	60	87	2.1%	36	51
White	675	15.7%	330	345	635	15.6%	307	328
Native Hawaiian or Other Pacific Islander	4	0.1%	0	4	3	0.1%	0	3
Two or More Races	300	7.0%	122	178	370	9.1%	148	222
Did Not Self-Identify	66	1.5%	33	33	56	1.4%	29	27
Total	4,295	100.0%	1,809	2,486	4,061	100%	1,754	2,307

*Foreign students are not included

Table 2: UMES Faculty* Fall 2009-Fall 2013 by Race/Ethnicity

Race /Ethnicity	2009-2010				2010-2011				2011-2012			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	120	39.7%	60	60	123	37.4%	61	62	127	36.4%	65	62
American Indian or Alaskan Native	2	0.7%	1	1	3	0.9%	1	2	4	1.1%	1	3
Asian	22	7.3%	13	9	25	7.6%	14	11	29	8.3%	19	10
Hispanic/Latino	7	2.3%	4	3	8	2.4%	4	4	9	2.6%	4	5
White	148	49.0%	82	66	162	49.2%	84	78	173	49.6%	93	80
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	3	0.9%	2	1	3	0.9%	2	1
Did Not Self-Identify	3	1.0%	0	3	5	1.5%	2	3	4	1.1%	3	1
Total	302	100.0%	160	142	329	100.0%	168	161	349	100.0%	187	162

Table 2: UMES Faculty (cont.)

Race /Ethnicity	2012-2013				2013-2014			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	126	37.7%	64	62	132	37.0%	67	65
American Indian or Alaskan Native	4	1.2%	1	3	5	1.4%	2	3
Asian	31	9.3%	20	11	36	10.1%	23	13
Hispanic/Latino	10	3.0%	4	6	8	2.2%	4	4
White	158	47.3%	86	72	168	47.1%	90	78
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0%	0	0
Two or More Races	3	0.9%	2	1	5	1.4%	2	3
Did Not Self-Identify	2	0.6%	1	1	3	0.8%	2	1
Total	334	100.0%	178	156	357	100%	190	167

*Foreign faculty is not included

Table 3: UMES Staff* Profile Fall 2009-Fall 2013 by Race/Ethnicity

Race /Ethnicity	2009-2010				2010-2011				2011-2012			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	236	400	74.3%	158	242	399	76.1%	164	414	76.2%	175	239
American Indian or Alaskan Native	2	3	0.6%	0	3	3	0.6%	0	4	0.7%	1	3
Asian	4	4	0.7%	1	3	3	0.6%	0	4	0.7%	1	3
Hispanic/Latino	2	7	1.3%	3	4	4	0.8%	3	8	1.5%	6	2
White	42	119	22.1%	69	50	109	20.8%	63	108	19.9%	61	47
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	0	0.0%	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	NA	2	0.4%	1	3	0.6%	2	1
Did Not Self-Identify	2	5	0.9%	3	2	4	0.8%	3	2	0.4%	2	0
Total	288	538	100.0%	234	304	524	100.0%	234	543	100.0%	248	295

Table 3: UMES Staff (cont.)

Race /Ethnicity	2012-2013				2013-2014			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	416	75.4%	182	234	423	75.9%	189	234
American Indian or Alaskan Native	3	0.5%	0	3	3	0.5%	0	3
Asian	7	1.3%	3	4	9	1.6%	4	5
Hispanic/Latino	7	1.3%	6	1	11	2.0%	8	3
White	109	19.7%	61	48	105	18.9%	58	47
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0%	0	0
Two or More Races	7	1.3%	4	3	4	0.7%	2	2
Did Not Self-Identify	3	0.5%	3	0	2	0.4%	2	0
Total	552	100.0%	259	293	557	100%	263	294

*Foreign staff and Graduate Teaching/Research Assistants are not included