



**PROGRAM OF CULTURAL DIVERSITY
2014 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. As a diverse community of outstanding faculty, staff and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law. We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, we foster economic development in the City, State, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

UMB has a multi-pronged approach to fostering cultural competency which includes efforts and initiatives from the President's Office, Campus Life Services, and our schools as well as programming by our students. Furthermore each of the graduate/professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts. This 2014 Progress Report briefly highlights some of the activities that have occurred in the past year.

I. MHEC Component

1. Summary of Institutional Plan

UMB's Strategic Plan¹ outlines the fundamental precepts of the institution via Themes and Fundamental Areas. The second Theme of the Strategic Plan provides the framework for UMB's Institutional Plan.

The University is committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions and leadership.

¹ <http://www.umaryland.edu/about-umb/strategic-plan/>

As was noted in prior reports, UMB's Strategic Plan lists all major goals, areas of emphasis and denotes strategies for implementation. The three goals under Diversity and Inclusion are:

- Promote a commitment to diversity and a culture of inclusion.
- Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.
- Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

As part of the Strategic Plan's implementation, co-chairs were established for each theme, workgroups were formed with diverse membership of faculty, staff and students from our schools and programs. Heading the Diversity and Inclusion efforts are Peter N. Gilbert, chief operating officer and senior vice president and Roger J. Ward, chief accountability officer and vice president, academic affairs.

Progress under the Strategic Plan is evaluated annually by an Executive Implementation Committee comprised of all deans and vice presidents plus selected others. This group reviews the mandatory reports by co-chairs on progress toward meeting the itemized tactics relevant to each goal that were established during the strategic planning process. Listed below are the Diversity and Inclusion goals with concomitant tactics² and their status as of the most recent reporting period.³

Goal 1: Promote a commitment to diversity and a culture of inclusion.

Tactics:

1.1 Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives. Complete

1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council. In progress: job description written; selection anticipated 2015

1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives. Complete

² At the outset of the Strategic Plan tactics were prioritized and scheduled for start and completion dates ranging from June 2013 through June 2016.

³ June 2014.

1.4 Conduct a Universitywide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives. Scheduled to begin fall 2015

1.5 Administer a periodic survey to assess the campus climate on diversity and inclusion issues. Scheduled to begin 2016

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.

Tactics:

2.1 Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes. Ongoing

2.2 Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders. Complete

2.3 Promote diversity among faculty and leadership. Ongoing

2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all. Complete

2.5 Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion. Ongoing

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

Tactics:

3.1 Create a cultural competency initiative that promotes cultural competency throughout the University. In progress: a value proposition for cultural competency has been drafted

3.2 Establish a resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff and students. Scheduled to begin fall 2015

3.3 Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

Delayed: implementation was schedule to have begun fall 2014

In addition to the inclusion of Diversity and Inclusion as an enumerated item in the Strategic Plan, UMB also specifically lists “Diversity” as one of its seven Core Values:⁴

The UMB publication “Living our Core Values”⁵ explains further:

Diversity is a word often used to describe differences among people in terms of race, creed, or sexual orientation. At UMB, diversity means much more. The UMB campus body is diverse in the aforementioned ways, but also in abilities, backgrounds, values, personalities, thoughts, goals, and aspirations. We strive for common identity and purpose. This requires respect, patience, understanding, courtesy, and civility. We value diversity and unique contributions, fostering a trusting, open, and inclusive environment and treating each member of our UMB community in a manner that incorporates all of our core values. Our clearly defined core values provide a sense of identity, stability, and direction.

UMB strives for diversity among its students, faculty, and employees as well as in the vendors, organizations, and businesses with whom we choose to partner. We prepare our students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and socioeconomic boundaries.

We immerse our students in experiences that expose them to different perspectives and provide them with varied learning opportunities. This exposure is based on the concept of respecting and celebrating individual differences, whether they pertain to a person’s ethnicity, race, sexual orientation, disability, economic background, political views, or religious beliefs.

The leadership of the President’s Office on diversity and inclusion matters is matched in each of UMB’s schools by the Deans and their leadership teams; provided below are some highlights of their efforts.

2. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups Among Students, Staff and Faculty.

It is simply not possible to list all of the campus and school activities related to increasing numerical representation among students, staff and faculty within the page limitations this report. As such, within the three categories, only exemplars are provided below.

⁴ <http://www.umaryland.edu/about-umb/strategic-plan/about/core-values/>

⁵ <http://www.umaryland.edu/president/core-values/>

a) Students

At each of the Schools, considerable effort is made to recruit, admit, and retain a diverse student body keeping in mind factors such as race, ethnicity, place of origin, veteran status, gender, age, marital status, and prior experience. Recruitment strategies to foster diversity in the applicant pool and admitted class include visiting historically minority schools and attending specialty fairs, as well as targeted recruitment events that focus on underrepresented minority representation. These recruitment efforts include partnerships with and presentations/attendance at events in and around Baltimore County. A partial list is provided below:

- Summer Medical Dental Education Program
- National Hispanic Medical Association
- Student National Medical Association
- National Hispanic Fair
- Latino Provider Network
- Future Latino Leaders Law Camp
- National Black Pre-Law Conference
- National Association of Medical Minority Educators
- Hispanic Youth Symposium
- National Association of African American Honors Programs

The goal of each interaction is to work toward increasing diversity; emphasizing the need for more underrepresented physicians, nurses, social workers, lawyers, pharmacists, scientists and dentists.

UMB Schools also often invite prospective students from underrepresented groups to receptions in Baltimore and elsewhere, at times connecting these prospective students with students and/or alumni with similar background. Moreover, when holding open houses on campus, we ensure to have diverse student and faculty panels and highlight culturally diverse aspects of Baltimore and UMB. In 2014 on campus events included:

- Information session for high school students co-sponsored by Black, Hispanic and Asian Pacific Bar Associations;
- Shadowing with medical professionals for diverse high school and college students; and
- Student involvement as coordinators for the National Student Leadership Conference and Envision Career & Leadership Programs.

Supportive efforts continue post-admission. For example, the School of Nursing (SON), which enrolls a student body where 34% identify themselves as a minority and 11% are male, has a Student Success Center that offers an array of support services to nursing students. These services include guided study sessions, private peer academic tutoring, individualized academic coaching, and academic enrichment

workshops. The academic support services are targeted to the unique needs of its diverse student body and play an important role in student retention and graduation. In addition, in 2014 the SON began offering a menu of career services for current students as well as alumni.

b) Staff and Faculty

Fostering a work and educational environment that is free from discrimination is at the forefront of UMB's efforts. We all benefit from working in an environment that brings together people from diverse backgrounds and equal employment opportunity is essential to achieving that diversity. Each year UMB prepares an Affirmative Action Plan⁶ that assists UMB in developing a representative workforce. The Affirmative Action Plan focuses on our efforts to achieve a workforce that is more diverse and highlights areas where we need to increase our emphasis. This effort is intimately connected to UMB's Strategic Plan and Core Values.

Since a majority of hiring is done within the schools and programs, the information in the Plan is shared broadly. Sensitivity to and awareness of the diversity among faculty and staff is part of UMB's culture and when making hiring decisions, deans and their representatives strive towards recruiting and retaining underrepresented employees throughout the schools. When search committees are formed and launched for faculty and/or staff recruitments, the diversity (in terms of gender, racial/ethnic background, ability and veteran status) of both the committee membership and the candidate pool is emphasized.

The Affirmative Action Plan is also used for benchmarking efforts. For example, the SOM Dean and senior human resource leaders interact regularly with the campus Office of EEO/Diversity. Once a year, the SOM is provided a report of the previous years' status with respect to diversity (in terms of gender and minority) for all faculty and staff positions. For faculty, the SOM uses the information available from the Association of American Medical Colleges for its availability pool and numbers are compared to the general population of available faculty based on their area of specialty. Similar comparisons are made for staff positions using local and national availability data by position type. Areas where we are below the available population are recorded as goals and/or statistically significant areas. This information is emphasized when recruitment of faculty and staff is discussed with the departments and emphasis is placed on targeting recruitment efforts towards the identified need.

Similarly, the SOP recognizes the significance of providing students with leaders and role models that reflect the diversity of the population, and has made significant progress in recent years to diversify its faculty. In fall 2014, there were 89 School of Pharmacy faculty⁷ of which 28 (31%) were non-Caucasian

⁶ <https://www.umaryland.edu/media/umb/hrs/eo/affirmative-action-reports/AAPESR201314FINAL.pdf>

⁷ Post-doctoral fellows are not counted here as faculty.

and 48 (54%) were female. Diversity of School of Pharmacy employees is notable as well: of the 330 fall 2014 non-faculty employees, 193 or 58% were female and 143 (43%) were non-Caucasian.

Within the SOL, deans and staff participate on pipeline committees such as Law School Diversity Professionals and the Law School Admissions Council Diversity Committee. Furthermore, like all schools, the SOL routinely distributes faculty job postings to a broad range of academic and professional listservs to reach a wide range of diverse applicants.

3. Efforts to Create Positive Interactions and Cultural Awareness

UMB has strong tradition of on campus programming, both at the campus and at the school level, which promotes positive interactions and cultural awareness.

a) Campus Activities⁸

The Diversity Advisory Council's mission is to "make recommendations to the President that promote the University's commitment to diversity and a culture of inclusion. We enhance the environment to ensure that diversity is valued and that inclusion is a guiding principle in every aspect of the University's activities."⁹ In November, the Council hosted a "conversation" with Verná Myers¹⁰ as part of its Inaugural Speaker Series on Diversity. The event was attended by UMB's President as well as many of the deans and vice-presidents.

Additionally, each year the Council assists the President's Office in selecting recipients of the Dr. Martin Luther King, Jr. Diversity Recognition Award. This annual award recognizes individual or group achievement in the areas of diversity and inclusiveness, as well as highlights our University's steadfast commitment to promoting diversity as one of our core values.

Through the Interprofessional Student Learning and Service Initiatives division of Campus Life Services, UMB students applied to join the 2014 Cultural Competence Institute (CCI) cohort. The CCI "strives to develop professionals that embrace diversity, multiculturalism, and respectful attitudes towards groups that are different from their own through in-dept discussions, civic engagement and educational workshops. This program brings students, faculty, and staff together for dynamic conversations about various topics including race, poverty, religion, gender inequality, and sexual orientation." In addition to the CCI cohort, events are held throughout the year at the Southern Management Corporation Campus Center that honor diverse heritages and highlight culture and cultural understanding as part of Campus Life Service's Diversity Celebrations.¹¹ Some 2014 events included:

⁸ This section includes faculty and staff cultural training programs and co-curricular programming.

⁹ <http://www.umaryland.edu/president/diversity-advisory-council/>

¹⁰ <http://www.vernamyersconsulting.com/default.aspx>

¹¹ <http://www.umaryland.edu/islsi/diversity-initiatives/diversity-celebrations/>

- Microaggressions in the Workplace;
- Social Determinants of Health;
- Leading in a Diverse Society; and
- Safe Space Training.

b) School Activities¹²

In recent years, many of UMB's schools have denoted an individual or formed a group to spearhead educational efforts for faculty, staff and students. These designees also serve as sounding boards for individuals or groups experiencing discomfort and serve an important role in assisting the deans in assessing climate and culture.

At the SOD, the dental recruitment coordinator serves as director of student advocacy and cultural affairs. The SON hired an ombudsperson for faculty and staff to assist them in defining and seeking fair and equitable solutions to workplace concerns including situations that make them uncomfortable. Furthermore, a new position was created at the SON and a search will be undertaken in 2015 to find an Associate/Assistant Dean for Diversity and Inclusion.

The SOL has a Professionalism & Diversity Committee whose charge includes serving "as a resource to members of the student body, faculty, or staff who experience incidents ... that exhibit a lack of professionalism or insensitivity to matters of concern to member of racial, gender, sexual orientation, or other minority communities." This Committee offers programming open to all at various times during the year in keeping with the SOL's core commitments which include "the pursuit of diversity as a source of richness" and "[a] sense of collegiality, collaboration and engagement among all members of the community."

Similarly, in 2014 the SSW formed a faculty, staff and administration committee titled the "Diversity and Anti-Oppression Committee" which meets monthly to explore ways the school can foster a culturally responsive curriculum and environment and promotes educational opportunities throughout the school and campus.

In addition, the SON has a Cultural Diversity Taskforce working on initiatives relating to civility, diversity and inclusiveness as well as a newly formed faculty and staff working group tasked with recommending strategies to assist students in working with GLBTQ patient populations.

¹² This section includes curricular initiatives that promote cultural diversity in the classroom.

i) Partial List of Course Offerings

Each of UMB's schools has an obligation to satisfy the stringent requirements of its national accrediting agency. All of the agencies have standards that touch on cultural competency and the importance of an educated and able workforce. Almost uniformly, there are standards emphasizing or requiring efforts to attract and retain a diverse faculty, staff, and student body; prepare students to work with diverse populations; and increase equity and inclusiveness.

Just recently, in 2014, the SON completed an extensive self-study and hosted a site visit for Commission on Collegiate Nursing Education and the Maryland State Board of Nursing. As part of the self-study process the faculty must demonstrate their ongoing efforts to meet the American Association of Colleges of Nursing Essentials for each of the degree as well as additional standards set by various nursing bodies. Cultural competency is built into all of the SON's program outcomes as noted below:

- Graduates of the BSN Program are prepared to "Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations."
- Graduates of the MS Program are prepared to "Lead evidence-based and interprofessional approaches for the design and delivery of comprehensive, culturally competent care to individuals/families, communities, and populations" and "Engage in ethically sound, culturally sensitive, and evidenced-based practice to promote the health of individuals and communities."
- Graduates of the DNP Program are prepared to "Evaluate and apply ethically sound, culturally sensitive, evidence-based practice for the improvement of education, clinical practice, systems management, and nursing leadership."

A similar commitment and set of expectations can be found within the National Association of Social Work Standards for Cultural Competence in Social Work Practice and the Council on Social Work Education accreditation standard on cultural competence 2.1.4: Engage diversity and difference in practice. These standards specify that social workers be equipped to work with, and advocate for, groups that are traditionally marginalized. Students at the SSW are required to complete: (1) two internships in which their attitudes, knowledge and skills in working with diverse clients are assessed, and (2) a diversity course that includes an assessment of cultural competence. The SSW goes beyond these basic requirements, however, and infuses content throughout its programming to help students develop an appreciation for diversity, an understanding of power, privilege and oppression, and the skills to employ effective strategies for addressing inequities, including health disparities. Furthermore, the school, through its sponsored events, health disparity research, and community engagement activities, strives to foster a climate of inclusiveness and equity among its faculty, staff, and students and to address inequities in the state of Maryland and beyond.

Connecting accreditation requirements to degree requirements is the next step in the process. At the SON, in the Clinical Nurse Leader master's entry into practice program, students learn in their course work and clinical settings to develop self-awareness and to define culture according to the needs of the client, family, and/or community and learn to accept individual differences, recognize the influence of culture on well-being and health, and to provide culturally sensitive care across the life span in a variety of settings.

Putting theory into practice occurs in many ways at each of the UMB schools. Students in the SOD must complete a six-week community service learning course. Three weeks are spent in the rural, low to moderate income area of Cecil County at the SOD's facility in Perryville, Maryland. The other three-week segment may be satisfied through work with organizations as diverse as foreign missions in Vietnam, Mexico and Honduras; Indian Health Hospitals; and facilities who serve persons of need here in the local Maryland area.

A sampling of course offered at the other UMB schools include:

- Civil Rights of Persons With Disabilities Clinic (SOL)
- Gender in the Legal Profession Seminar (SOL)
- Health & International Human Rights Seminar (SOL)
- Immigration Law (SOL)
- Mental Disability and Criminal Law Seminar (SOL)
- Area Health Education Center Clerkships (SOM)
- Medical Spanish (SOM)
- Context of Health Care (SOP)
- Cultural Competence and Medical Spanish (SOP new in 2014)
- Reducing Global Social and Behavioral Health Disparities (SSW)
- Social Equality and Justice (SSW)
- Qualitative Cross-Cultural Research (SSW)
- Social Work Practice with Immigrant and Refugee Populations (SSW)

ii) Sample Sponsored Events

- Culture and Diversity Forum & International Feast
- Citizenship Issues in the Dominican Republic
- Defense of Marriage Act Panel Discussion
- LBGTQAU panel discussion on transgender life
- Feria Latina dental health screenings
- Ferguson and Beyond: Toward A More Equitable, Safe and Just Society
- Cinco de Mayo Celebration

- World Aids Month
- Purim Party
- CommUnity Fest: Lexington Market Health Fair
- Working Against Labor Trafficking

iii) Sample Student Organizations

- American Assembly for Men in Nursing
- Iranian Dental Association
- Student Awareness for Latino Unanswered Disparities
- Mediators Beyond Borders – Partnering for Peace and Reconciliation
- Muslim Legal Society
- Asian Pacific American Medical Student Association
- Women in Medicine
- Institute for Healthcare Improvement Chapter
- American Association of Women Dentists
- Hispanic Dental Association (2014 President’s MLK Award winner)

UMB, its schools and its students are enthusiastic and committed partners in our wide-ranging efforts to create opportunities for education and enhancement of the lives of underrepresented minorities.

4. Hate-Based Crime and Bias-Motivated Incidents

According to UMB Police and Public Safety, no incidents occurred in 2014.

II. USM Component

Included as Supplement A¹³.

¹³ It was recently discovered that the category of post-doctoral fellows was been incorrectly excluded from the non-tenured / non-tenured track category of faculty in prior year’s reporting. All data has been revised to correct for this inadvertent error.

SUPPLEMENT A

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
1 - Tenured/Tenure-Track	2009	African American	34	5.76%	14	20	
		Asian/Pacific Islander	77	13.05%	19	58	
		Hispanic	15	2.54%	4	11	
		Native American	2	0.34%	1	1	
		White	462	78.31%	136	326	
				590		174	416
	2010	African American/Black	30	5.26%	12	18	
		American Indian/Alaska Native	2	0.35%	1	1	
		Asian	77	13.51%	15	62	
		Hispanic/Latino	15	2.63%	5	10	
		Other Pacific Islander	1	0.18%	.	1	
		White	445	78.07%	133	312	
					570	166	404
	2011	African American/Black	29	5.14%	12	17	
		American Indian/Alaska Native	2	0.35%	1	1	
		Asian	80	14.18%	16	64	
		Hispanic/Latino	14	2.48%	5	9	
		Not Reported	1	0.18%	1	.	
		Other Pacific Islander	1	0.18%	.	1	
		White	437	77.48%	135	302	
				564	170	394	
2012	African American/Black	31	5.54%	13	18		
	American Indian/Alaska Native	2	0.36%	1	1		
	Asian	82	14.64%	17	65		

	Hispanic/Latino	12	2.14%	4	8
	Not Reported	1	0.18%	1	.
	White	432	77.14%	135	297
		560		171	389
2013	African American/Black	30	5.45%	13	17
	American Indian/Alaska Native	2	0.36%	1	1
	Asian	81	14.73%	16	65
	Hispanic/Latino	11	2.00%	4	7
	Not Reported	1	0.18%	1	0
	White	425	77.27%	133	292
		550		168	382
2014	African American/Black	32	5.93%	14	18
	American Indian/Alaska Native	2	0.37%	1	1
	Asian	80	14.81%	17	63
	Hispanic/Latino	9	1.67%	3	6
	Not Reported	6	1.11%	2	4
	White	411	76.11%	132	279
		540		169	371

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
2 - Non-Tenure Track*	2009	African American	204	9.16%	130	74
		Asian/Pacific Islander	439	19.70%	191	248
		Hispanic	70	3.14%	46	24
		Native American	7	0.31%	4	3
		Not Reported	41	1.84%	15	26
		White	1467	65.84%	791	676
			2228		1177	1051
2010		African American/Black	209	8.84%	134	75
		American Indian/Alaska Native	5	0.21%	3	2
		Asian	521	22.04%	231	290
		Hispanic/Latino	67	2.83%	37	30

	Not Reported	33	1.40%	12	21
	Other Pacific Islander	6	0.25%	2	4
	Two or More Races	6	0.25%	4	2
	White	1517	64.17%	830	687
		2364		1253	1111
2011	African American/Black	220	8.87%	147	73
	American Indian/Alaska Native	4	0.16%	3	1
	Asian	544	21.94%	257	287
	Hispanic/Latino	58	2.34%	31	27
	Not Reported	36	1.45%	14	22
	Other Pacific Islander	6	0.24%	4	2
	Two or More Races	5	0.20%	4	1
	White	1606	64.78%	896	710
		2479		1356	1123
2012	African American/Black	236	9.08%	160	76
	American Indian/Alaska Native	4	0.15%	4	.
	Asian	588	22.62%	257	331
	Hispanic/Latino	53	2.04%	26	27
	Not Reported	43	1.65%	19	24
	Other Pacific Islander	8	0.31%	5	3
	Two or More Races	5	0.19%	3	2
	White	1663	63.96%	938	725
		2600		1412	1188
2013	African American/Black	250	9.18%	169	81
	American Indian/Alaska Native	7	0.26%	5	2
	Asian	604	22.19%	282	322
	Hispanic/Latino	60	2.20%	35	25
	Not Reported	41	1.51%	19	22
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	5	0.18%	3	2
	White	1751	64.33%	994	757
		2722		1511	1211
2014	African American/Black	228	8.82%	146	82
	American Indian/Alaska Native	5	0.19%	3	2

Asian	577	22.32%	267	310
Hispanic/Latino	56	2.17%	33	23
Not Reported	89	3.44%	55	34
Other Pacific Islander	4	0.15%	4	.
Two or More Races	8	0.31%	6	2
White	1618	62.59%	906	712
	2585		1420	1165

* Includes employees classified as "fellows".

Employee Type	Year	Race	Total	Pct	Gender			
					F	M		
3 - Non-Faculty	2009	African American	1353	32.90%	955	398		
		Asian/Pacific Islander	365	8.87%	245	120		
		Hispanic	76	1.85%	49	27		
		Native American	12	0.29%	8	4		
		Not Reported	52	1.26%	30	22		
		White	2255	54.83%	1527	728		
			4113		2814	1299		
		2010	2010	African American/Black	1392	33.13%	988	404
				American Indian/Alaska Native	8	0.19%	5	3
				Asian	374	8.90%	239	135
Hispanic/Latino	93			2.21%	60	33		
Not Reported	43			1.02%	24	19		
Other Pacific Islander	6			0.14%	6	.		
Two or More Races	18			0.43%	14	4		
White	2268			53.97%	1506	762		
	4202				2842	1360		
2011	2011	African American/Black	1347	32.61%	952	395		
		American Indian/Alaska Native	7	0.17%	4	3		
		Asian	397	9.61%	244	153		
		Hispanic/Latino	83	2.01%	52	31		
		Not Reported	33	0.80%	18	15		
		Other Pacific Islander	5	0.12%	5	.		
		Two or More Races	13	0.31%	11	2		
		White	2246	54.37%	1494	752		

		4131		2780	1351
2012	African American/Black	1325	31.95%	934	391
	American Indian/Alaska Native	6	0.14%	4	2
	Asian	399	9.62%	254	145
	Hispanic/Latino	87	2.10%	57	30
	Not Reported	47	1.13%	29	18
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	12	0.29%	11	1
	White	2269	54.71%	1494	775
		4147		2785	1362
2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323
2014	African American/Black	1210	31.97%	834	376
	American Indian/Alaska Native	7	0.18%	3	4
	Asian	336	8.88%	226	110
	Hispanic/Latino	68	1.80%	45	23
	Not Reported	112	2.96%	74	38
	Other Pacific Islander	2	0.05%	2	0
	Two or More Races	17	0.45%	15	2
	White	2033	53.71%	1347	686
		3785		2546	1239

Students by Race and Gender

Year	Race	Total	Pct	Gender	
				F	M
2009	African American	1103	17.28%	868	235
	Asian/Pacific Islander	894	14.01%	597	297
	Hispanic	239	3.74%	163	76
	Native American	18	0.28%	14	4
	Not Reported	481	7.54%	309	172
	White	3647	57.15%	2614	1033
			6382		4565
2010	African American/Black	943	14.85%	751	192
	American Indian/Alaska Native	15	0.24%	11	4
	Asian	880	13.86%	591	289
	Hispanic/Latino	272	4.28%	188	84
	International	208	3.28%	129	79
	Not Reported	154	2.43%	99	55
	Other Pacific Islander	7	0.11%	4	3
	Two or More Races	142	2.24%	102	40
	White	3728	58.72%	2625	1103
		6349		4500	1849
2011	African American/Black	905	14.15%	702	203
	American Indian/Alaska Native	13	0.20%	8	5
	Asian	899	14.06%	614	285
	Hispanic/Latino	305	4.77%	218	87
	International	225	3.52%	140	85
	Not Reported	152	2.38%	106	46
	Other Pacific Islander	3	0.05%	1	2
	Two or More Races	162	2.53%	124	38
	White	3731	58.34%	2594	1137
		6395		4507	1888
2012	African American/Black	873	13.71%	685	188
	American Indian/Alaska Native	9	0.14%	5	4
	Asian	913	14.34%	619	294
	Hispanic/Latino	336	5.28%	230	106
	International	235	3.69%	145	90

	Not Reported	157	2.47%	111	46
	Other Pacific Islander	1	0.02%	.	1
	Two or More Races	190	2.98%	145	45
	White	3654	57.38%	2532	1122
		6368		4472	1896
2013	African American/Black	861	13.70%	689	172
	American Indian/Alaska Native	9	0.14%	8	1
	Asian	954	15.18%	664	290
	Hispanic/Latino	324	5.16%	214	110
	International	271	4.31%	171	100
	Not Reported	146	2.32%	99	47
	Other Pacific Islander	1	0.02%	1	0
	Two or More Races	191	3.04%	148	43
	White	3527	56.13%	2474	1053
		6284		4468	1816
2014	African American/Black	958	15.26%	755	203
	American Indian/Alaska Native	9	0.14%	7	2
	Asian	941	14.99%	663	278
	Hispanic/Latino	324	5.16%	220	104
	International	270	4.30%	173	97
	Not Reported	134	2.14%	86	48
	Other Pacific Islander	3	0.05%	2	1
	Two or More Races	192	3.06%	143	49
	White	3445	54.89%	2419	1026
		6276		4468	1808