University *of* MARYLAND
THE FOUNDING CAMPUS

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
2015 ANNUAL PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE

I. Report on Institutional Programs of Cultural Diversity:

1. **Table 1 – UMB summary of institutional plan to improve cultural diversity**

    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, Student Affairs, and our schools as well as programming by our students. Furthermore, each of the graduate and professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts.

    UMB specifically lists "Diversity" as one of its seven core values[1]. The UMB publication "Living the Core Values"[2] 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,*

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[1] https://www.umaryland.edu/president/core-values/
[2] https://www.umaryland.edu/media/umb/president/core-values/UMB-CV-Booklet-WEB-v2.pdf

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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.

This 2015 progress report highlights some of the activities that have occurred and others for which planning has begun. UMB's Strategic Plan[3] expires on July 1, 2016 and a new strategic plan will be adopted in the next few months. The current plan, however outlines 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 to improve cultural diversity.

The University's theme relevant to cultural diversity reads:

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

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. The diversity and inclusion efforts were led

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[3] http://www.umaryland.edu/about-umb/strategic-plan/

by the Vice President of Planning and Chief Accountability Officer, Dr. Roger Ward. The Diversity Advisory Board, which plays a vital role in the diversity and inclusion efforts of the University was led by Dr. Elsie Stines, Assistant Vice President of Special Projects and Initiatives.

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. The table on the following page, highlights the diversity and inclusion goals with concomitant tactics and their status as the of the most recent reporting period.

While the implementation of the University's strategic theme of diversity and inclusion is on-schedule, the city of Baltimore and our campus confronted the difficult rioting and unrest that followed the death of Freddie Gray one year ago. The University's response to these events has been documented elsewhere[4], and includes these examples:

- Development of the web page, "UMB Responds," to connect the University Community with the needs of West Baltimore. The page highlighted upcoming opportunities to help and a listing of volunteer opportunities.
- Development of a student support web page[5] for students to voice their feelings and create a sense of community. The web page highlighted a new service for students, "shared experience volunteers," who are a network of faculty and staff formed to address issues of race, class, poverty and the violence in the city and to provide support to our student body.
- The University collected goods for city residents, recruited volunteers, and created a one-stop shop for finding useful information and opportunities to support community neighbors during and after the protests.
- The Student Counseling Center expanded its walk-in hours for students.
- Development of a year-long conversation on race, diversity and inclusion occurring on multiple levels within the institution including: human resources, student affairs, faculty and staff, and the President's Office
- A "Forum on Race" was held for the University Community on May 6, 2015. The discussion was facilitated by Megan Meyer, PhD, MSW, associate dean for academic affairs at the University of Maryland School of Social Work and featured a panel of local experts who helped the University contextualize recent events within the larger scope of Baltimore's relationship with race.

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[4] https://www.umaryland.edu/oce/umb-responds/
[5] http://www.umaryland.edu/campuslife/student-support/

Table 1. UMB summary of institutional plan to improve cultural diversity

University of Maryland, Baltimore						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis	Evaluation of Program	Goal Progress Compared to Base Year	Areas of Needed Improvement
Yes 3 Goals	Goal 1: Promote a commitment to diversity and a culture of inclusion	1.1 Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives. 1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council 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 1.4 Conduct a University-wide diversity and inclusion assessment to establish a baseline form which to build programs and initiatives. 1.5 Administer a period survey to assess the campus climate on diversity and inclusion issues.	1.1 Entire university community 1.2 Entire university community 1.3 Senior administrators and faculty 1.4 Entire university community 1.5 Entire university community	Y (annual)	1.1 Complete 1.2 Fellow candidates are currently being interviewed 1.3 Complete 1.4 Climate survey is currently underway and report will be issued in May 2016 1.5 Will begin in 2017	N/A
	Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect	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. 2.2 Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders 2.3 Promote diversity among faculty and leadership 2.4 Conduct a periodic compensation	2.1 Entire university community 2.2 University leadership 2.3 Faculty and leadership 2.4 Entire university community 2.5 Entire	Y (annual)	2.1 An ongoing effort resulting in new programs annually 2.2 Complete 2.3 Ongoing efforts to diversify faculty ranks 2.4 Complete and results shared 2.5 Ongoing	Faculty diversity is an area of needed improvement in several of UMB's schools.

University of Maryland, Baltimore						
A	**B**	**C**	**D**	**E**	**F**	**G**
Diversity Plan	**Goals and Timeline**	**Implementation Strategies**	**Areas of Emphasis**	**Evaluation of Program**	**Goal Progress Compared to Base Year**	**Areas of Needed Improvement**
	of University activities	review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all. 2.5 Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion	university community			
	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.	3.1 Create a cultural competency initiative that promotes cultural competency throughout the University. 3.2 Establish 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. 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.	3.1 Entire university community 3.2 Entire university community 3.3 Faculty and staff	Y (annual)	3.1 A year-long project including symposia and completion of a position paper concluded in April 2016. The results are being reviewed by the DAC. 3.2 Delayed 3.3 Pilot project among student affairs staff to conclude in May 2016	Faculty and staff training in cultural competency, diversity, and inclusion will continue to be a focus in the next strategic plan.

2. **Table 2 – Addressing cultural diversity, representation of underrepresented groups, recruitment and retention of underrepresented groups, and program specific initiatives**

Given the space requirements of this report it is not possible to list all of the campus and school activities related to increasing the numerical representation among students, faculty, and staff. The following narrative and table will offer exemplars for students, faculty and staff.

Students

At each of the Schools, considerable effort is made to recruit, admit and retain a diverse student body. Recruitment strategies to foster a diverse applicant pool and admitted class include visiting historically minority schools and attending specialty fairs, as well as targeted recruitment events that focus on underrepresented minorities. Every year the schools have had success at events such as the Summer Medical Dental Education Program, National Hispanic Medical Association, Latino Provider Network, Future Latino Leaders Law Camp, National Association of Medical Minority Educators, and the National Association of African American Honors Program.

The Schools also host groups of underrepresented prospective student to campus for receptions with the intent of connecting them to current students and alumni. Additionally, supportive efforts continue post-admission. The School of Nursing Student Success Center offers an array a services such as academic coaching, tutoring, writing assistance, and enrichment targeted to the unique needs of their diverse student body.

Staff and Faculty

Fostering a work and educational environment that is free from discrimination is at the forefront of UMB's efforts. Each year UMB prepares an Affirmative Action Plan[6] that assists leaders 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 connected to UMB's Strategic Plan and Core Values. The Affirmative Action Plan is also used annually for the purposes of benchmarking. Each year school leadership is provided with a report of the previous year's status with respect to diversity for all faculty and staff positions. This information is emphasized when recruitment of faculty and staff discussed with department leaders so that appropriate efforts can be made in areas of identified need.

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[6] https://www.umaryland.edu/media/umb/oaa/oac/documents/eeo/AA-Plan-Exec-Report-2014-2015.pdf

Table 2: Addressing cultural diversity, representation of underrepresented groups, recruitment and retention of underrepresented groups, and program specific initiatives

University of Maryland, Baltimore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted.*
Annual Affirmative Action Plan Benchmarking Diversity. Used as an annual assessment of where the University should focus its minority/gender recruitment efforts. (Faculty and Staff)	Student Affairs Diversity Initiatives[7] and Diversity Celebrations[8]. The Diversity celebrations include: Hispanic Heritage, LGBTQ History, American Indian Heritage, Black History, Women's History, Arab American Heritage, Asian-Pacific American Heritage, and Irish American Heritage	Safe Space Training[9] workshop provides information about how to be a supportive ally to LGBTQ students and colleagues. Upon completion, participants have the option of becoming a Safe Space member and displaying an UMB Safe Space placard or button.	1. President's Diversity Advisory Council[10] 2. Office of Accountability and Compliance[11] 3. Student Affairs Office of Interprofessional Service Learning and Student Initiatives[12] 4. School of Nursing, Associate Dean of Diversity and Inclusion[13]	The Graduate School is part of the tri-campus PROMISE grant, intended to increase significantly the number of minority (Black, Hispanic, American Indians) students receiving doctoral degrees in STEM
School of Medicine uses information from the American Medical Colleges for its availability pool and compared to the general	President's Symposium and White Paper Project[14] focusing on Cultural Competence in 2015-2016. engaged faculty, staff, and students in a	Student Affairs Professional Staff Diversity Training is a series of ½ workshops which are mandatory for all student affairs professional staff. These		UMB's CURE program[15], identifies promising middle school students in Baltimore and prepares them for health care and research careers

[7] http://www.umaryland.edu/islsi/diversity-initiatives/

[8] http://www.umaryland.edu/islsi/diversity-initiatives/diversity-celebrations/

[9] http://www.umaryland.edu/islsi/diversity-initiatives/safe-space/

[10] https://www.umaryland.edu/diversity/

[11] https://www.umaryland.edu/equalaccess/diversity-and-inclusion-initiatives/

[12] http://www.umaryland.edu/islsi/what-we-do/

[13] https://www.umaryland.edu/diversity/council-members/jeffrey-ash/

[14] http://www.umaryland.edu/islsi/presidents-initiatives/symposium-and-white-paper-project/

[15] https://www.umaryland.edu/cure-scholars/

University of Maryland, Baltimore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted.*
population of available faculty based on specialty area (Faculty)	yearlong conversation on a cultural competence.	workshops are facilitated by an external expert.	5. Diversity and Anti-Oppression Committee in the School of Social Work 6. International Services Office	through hands-on workshops and lab experiences, and mentorship.
The School of Social Work continues to strive to "Create an atmosphere that fosters cultural responsiveness" and can point to a number of key accomplishments to demonstrate its on-going commitment to improving our programming and school climate and impact as well as faculty recruitment.[16]	President's Student Leadership Institute, with its Cultural Competence Track[17] is a co-curricular certificate program designed to expose students to contemporary issues in leadership and professional development in order to prepare participants for professional leadership in a diverse work place.	American Sign Language Training[18] students, faculty and staff can participate in a 10-week long course that will teach the American Sign Language (ASL) level 1.	Student Organizations, including: Iranian Dental Association, Student Awareness for Latino Unanswered Disparities, Muslim Legal Society, Asian Pacific American Medical Student Association, Women in Medicine, Hispanic Dental Association, Anti-Oppression Workgroup, LGBTQ Allies Union, and the Community Action Network, among many others.	

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[16] http://www.ssw.umaryland.edu/about-the-ssw/strategic-plan/diversity/
[17] http://www.umaryland.edu/islsi/presidents-initiatives/presidents-student-leadership-institute/
[18] http://www.umaryland.edu/islsi/diversity-initiatives/american-sign-language/

University of Maryland, Baltimore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted.*
	Veteran's Success Initiative[19] with dedicated programming for student veterans to help with transitioning out of the military and into higher education.	Poverty Simulation Training[20] designed to help participants begin to understand what it might be like to live in a typical low-income family and survive from week to week		
	Dr. Martin Luther King, Jr. Diversity Recognition Award[21]	Faculty Development Series: 1) Implicit Bias, February 17, 2016. 2) Creating Gender Affirming Classrooms, April 19, 2016		

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[19] http://www.umaryland.edu/islsi/diversity-initiatives/veterans-success-initiatives/
[20] http://www.umaryland.edu/islsi/poverty-simulation/
[21] https://www.umaryland.edu/president/letters-to-the-umb-community/martin-luther-king-jr-diversity-recognition-award-nominations.php

3. **Table 3 – Create positive interactions and cultural awareness among students, faculty, and staff on campus.**

    UMB has a strong tradition of on campus programming, both at the campus and at the school level, which promotes positive interactions and cultural awareness. 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." Each year the Diversity Advisory Council hosts the Dr. Martin Luther King, Jr. Diversity Celebrations, including the Diversity Recognition Award. This annual award recognizes an 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.

    In Student Affairs, the Office of Internprofessional Student Learning and Services Initiatives (ISLSI) held approximately 90 diversity-related co-curricular programs and events, with approximately 6,100 student attendees. In evaluations of these events, 91% of attendees reported that the event increased their appreciation for the interactive relationship of race, ethnicity, sexual orientation, class and/or gender in society.

    In the realm of course offerings, the schools have an obligation to satisfy 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. There are far too many courses that cover diversity and inclusion topics, and as such Table 3 will offer a sampling.

    In one notable case, the School of Law developed a course in response to the events of the Black Lives Matter movement. In the fall of 2015 UMB's School of Law offered a course entitled Freddie Gray's Baltimore: Past, Present and Moving Forward. The course description states "The course will examine the recent unrest itself and then examine the causes of, and possible solutions to, those dislocations, including an examination of problems in policing; criminal justice; housing; health care; education; poverty; and community development and joblessness." Students taking this course will be provided with the knowledge and tools needed to become involved in citizen and government efforts to reform law and policies as it pertains to the issues surrounding Freddie Gray's death. Students are also encouraged to volunteer for opportunities in Baltimore that will help to address many of the issues brought to light in this case, and the unrest in Baltimore.

Table 3: Efforts to Create Positive Interactions and Cultural Awareness

University of Maryland, Baltimore		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
State the nature and type of instruction and training for students, faculty, and staff	*State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution*	*List institution-wide and targeted co-curricular programs for students*
1. Safe Space Training, ongoing throughout the year 2. American Sign Language, ongoing throughout the year 3. Taboo Topics: An ongoing conversation about race, ethnicity and culture, ongoing throughout the year 4. Student Affairs Staff Diversity and Inclusion Training, ongoing throughout the year 5. Poverty Simulation Training. This training is designed to help participants understand what it might be like to live in a typical low-income family in Baltimore. It is an interactive workshop that occurs multiple times over the academic year 6. Microaggressions in the workplace, 12/2/2015	1. Freddie Gray's Baltimore: Past, Present, and Moving Forward (SOL) 2. Civil Rights with Persons with Disabilities Clinic (SOL) 3. Health and International Human Rights Seminar (SOL) 4. Gender in the Legal Professions Seminar (SOL) 5. Immigration Law (SOL) 6. Area Health Education Center Clerkships (SOM) 7. Medical Spanish (SOM) 8. Context of Health Care (SOP) 9. Cultural Competence and Medical Spanish (SOP) 10. Reducing Global Social and Behavior Health Disparities (SSW) 11. Social Equality and Justice (SSW) 12. Qualitative Cross-Cultural Research 13. Social Work Practice with Immigrant and Refugee Populations 14. Global Women's and Children's Health (Graduate School)	The following are a sampling of co-curricular programs and events delivered to students. 1. The President's Symposium & White Paper Project: Olivia Carter-Pokras, Ph.D, 9/9/ 2015 2. Aquí Se Habla Español: Language as the Primary Cultural Expression of Latinidad with Frances Ramos-Fontan, 9/17/2015 3. The Latino Immigrant Population & Culturally Responsive Services in Baltimore,9/30/2015 4. Working While Latino, 10/1/2015 5. Reframing Disability, 10/5/2015 6. National Coming Out Day, 10/9/2015 7. The President's Symposium & White Paper Project: Jamie Washington, M.Div., PhD, 10/12/2015 8. Cultural Competence: Intercultural Development Inventory, 10/13/2015 9. Connecting Latina Racialization to the Body: Beyond Hair Texture and Skin Color, 10/15/2015 10. Race Card Project: Essay Competition, 10/16/2015 11. Out on Campus Panel Discussion about LGBTQ Issues, 10/27/2015 12. The President's Symposium & White Paper Project, Ira SenGupta, MA, 11/4/2015 13. Pow Wow, 11/19/2015 14. Operation Welcome Home Card Making, 11/11/2015 15. World Aids Day, 12/1/2015 16. Chill-Out Cook Off for HIV Care, 12/1/2015 17. ChristmaHanukKwanzaa Holiday Dessert Party, 12/14/2015 18. World Hijab Day, February 1, 2016 19. Healing Drum Circle, 2/8/2016

University of Maryland, Baltimore		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
State the nature and type of instruction and training for students, faculty, and staff	*State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution*	*List institution-wide and targeted co-curricular programs for students*
		20. The President's Symposium & White Paper On Cultural Competence: Tawara Goode, 2/9/ 2016 21. Spirituality in Patient Centered Care, 2/16/2016 22. African Ancestry Tracing, 2/24/2016 23. Natural Hair Discussion and Product Swap, 2/29/2016 24. President's Symposium & White Paper Project, Joseph Telfair, PhD, MPH, 3/8/2016 25. Working with ESOL Learners, 3/21/2016 26. Arab Music, Dance, and Culture by Karim Nagi, 4/11/2016 27. The President's Symposium & White Paper Project: The Fellows Present Their Findings, 4/14/2016 28. Arab American Identity: Susan Muaddi-Darraj, 4/20/2016 29. Qigong Class, 5/2/2016 30. Annual Asian and Pacific Islander Luau, 5/9/2016

4. **Table 4 -- Each institution should indicate whether it has a process for reporting campus-based hate crimes.**

Institution has a process for reporting hate-based crimes	
University of Maryland Baltimore	
Yes	All hate-based crimes are reported through UMB's Police Force. In 2015, there were no reported incidents.

II. Demographic Data:

The Board of Regents has requested that institutional demographic data be provided in each annual progress report on programs of cultural diversity. To meet this requirement, institutional reports should
provide separate student, faculty, and staff demographic data as indicated in the attached example of tables for all activities identified or enumerated in the institutional plan or implemented as a result of enhancement initiatives.

Tenure Track Faculty

Year	Race	Total	Pct	F	M
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
2015	African American/Black	31	5.93%	15	16
	American Indian/Alaska Native	3	0.57%	1	2
	Asian	81	15.49%	19	62
	Hispanic/Latino	9	1.72%	2	7
	White	399	76.29%	134	265
		523		171	352

Non-Tenure Track Faculty

Year	Race	Total	Pct	F	M
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
2015	African American/Black	252	10.01%	170	82
	American Indian/Alaska Native	3	0.12%	2	1
	Asian	552	21.92%	256	296
	Hispanic/Latino	55	2.18%	31	24
	Other Pacific Islander	3	0.12%	3	.
	Two or More Races	16	0.64%	10	6
	White	1637	65.01%	927	710
		2518		1399	1119

* Includes employees classified as "fellows" (EEO6=8) having a federal standard occupational classification within Education, Training and Library Occupations.

Non-Faculty Employees

Year	Race	Total	Pct	F	M
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	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	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

Year	Race/Ethnicity	Count	Percent		
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
2015	African American/Black	1202	31.76%	816	386
	American Indian/Alaska Native	8	0.21%	4	4
	Asian	337	8.90%	218	119
	Hispanic/Latino	80	2.11%	50	30
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	29	0.77%	25	4
	White	1967	51.97%	1308	659
		3625		2423	1202

Students

Year		Race	Total	Pct	F	M
2008	Undergraduate	African American	223	26.1%	53	170
		Asian/Pacific Islander	103	12.1%	12	91
		Hispanic	29	3.4%	8	21
		Native American	4	0.5%	.	4
		Not Reported	77	9.0%	10	67
		White	418	48.9%	49	369
			854		132	722
	Graduate	African American	846	16.0%	178	668
		Asian/Pacific Islander	718	13.5%	254	464
		Hispanic	210	4.0%	66	144
		Native American	15	0.3%	6	9
		Not Reported	384	7.2%	154	230
		White	3129	59.0%	936	2193
			5302		1594	3708
	Total		6156		1726	4430
2009	Undergraduate	African American	208	24.6%	43	165
		Asian/Pacific Islander	115	13.6%	24	91
		Hispanic	31	3.7%	10	21
		Native American	5	0.6%	1	4
		Not Reported	69	8.2%	7	62
		White	416	49.3%	40	376
			844		125	719
	Graduate	African American	895	16.2%	192	703
		Asian/Pacific Islander	779	14.1%	273	506
		Hispanic	208	3.8%	66	142
		Native American	13	0.2%	3	10
		Not Reported	412	7.4%	165	247
		White	3231	58.3%	993	2238
			5538		1692	3846
	Total		6382		1817	4565
2010	Undergraduate	African American/Black	157	20.3%	32	125
		American Indian/Alaska Native	4	0.5%	.	4
		Asian	102	13.2%	20	82
		Hispanic/Latino	35	4.5%	8	27
		International	26	3.4%	3	23

		Not Reported	12	1.6%	1	11
		Other Pacific Islander	3	0.4%	1	2
		Two or More Races	23	3.0%	3	20
		White	410	53.1%	48	362
			772		116	656
	Graduate	African American/Black	786	14.1%	160	626
		American Indian/Alaska Native	11	0.2%	4	7
		Asian	778	14.0%	269	509
		Hispanic/Latino	237	4.2%	76	161
		International	182	3.3%	76	106
		Not Reported	142	2.5%	54	88
		Other Pacific Islander	4	0.1%	2	2
		Two or More Races	119	2.1%	37	82
		White	3318	59.5%	1055	2263
			5577		1733	3844
	Total		6349		1849	4500
2011	Undergraduate	African American/Black	123	16.8%	34	89
		American Indian/Alaska Native	3	0.4%	2	1
		Asian	100	13.7%	21	79
		Hispanic/Latino	33	4.5%	4	29
		International	25	3.4%	6	19
		Not Reported	19	2.6%	1	18
		Two or More Races	11	1.5%	3	8
		White	417	57.0%	50	367
			731		121	610
	Graduate	African American/Black	782	13.8%	169	613
		American Indian/Alaska Native	10	0.2%	3	7
		Asian	799	14.1%	264	535
		Hispanic/Latino	272	4.8%	83	189
		International	200	3.5%	79	121
		Not Reported	133	2.3%	45	88
		Other Pacific Islander	3	0.1%	2	1
		Two or More Races	151	2.7%	35	116
		White	3314	58.5%	1087	2227
			5664		1767	3897
	Total		6395		1888	4507
2012	Undergraduate	African American/Black	109	15.0%	24	85

		American Indian/Alaska Native	1	0.1%	1	.
		Asian	104	14.3%	23	81
		Hispanic/Latino	42	5.8%	7	35
		International	16	2.2%	4	12
		Not Reported	19	2.6%	2	17
		Two or More Races	18	2.5%	4	14
		White	419	57.6%	51	368
			728		116	612
	Graduate	African American/Black	764	13.5%	164	600
		American Indian/Alaska Native	8	0.1%	3	5
		Asian	809	14.3%	271	538
		Hispanic/Latino	294	5.2%	99	195
		International	219	3.9%	86	133
		Not Reported	138	2.4%	44	94
		Other Pacific Islander	1	0.0%	1	.
		Two or More Races	172	3.0%	41	131
		White	3235	57.4%	1071	2164
			5640		1780	3860
	Total		6368		1896	4472
2013	Undergraduate	African American/Black	107	14.3%	21	86
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	113	15.1%	21	92
		Hispanic/Latino	42	5.6%	9	33
		International	27	3.6%	5	22
		Not Reported	23	3.1%	3	20
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.6%	5	22
		White	405	54.3%	48	357
			746		112	634
	Graduate	African American/Black	754	13.6%	151	603
		American Indian/Alaska Native	8	0.1%	1	7
		Asian	841	15.2%	269	572
		Hispanic/Latino	282	5.1%	101	181
		International	244	4.4%	95	149
		Not Reported	123	2.2%	44	79
		Two or More Races	164	3.0%	38	126
		White	3122	56.4%	1005	2117

			5538		1704	3834
	Total		6284		1816	4468
2014	Undergraduate	African American/Black	125	15.8%	33	92
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	111	14.0%	16	95
		Hispanic/Latino	31	3.9%	5	26
		International	21	2.7%	2	19
		Not Reported	22	2.8%	6	16
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.4%	5	22
		White	453	57.2%	49	404
			792		116	676
	Graduate	African American/Black	833	15.2%	170	663
		American Indian/Alaska Native	8	0.1%	2	6
		Asian	830	15.1%	262	568
		Hispanic/Latino	293	5.3%	99	194
		International	249	4.5%	95	154
		Not Reported	112	2.0%	42	70
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	165	3.0%	44	121
		White	2992	54.6%	977	2015
			5484		1692	3792
	Total		6276		1808	4468
2015	Undergraduate	African American/Black	162	18.7%	34	128
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	112	12.9%	14	98
		Hispanic/Latino	44	5.1%	5	39
		International	21	2.4%	3	18
		Not Reported	17	2.0%	5	12
		Two or More Races	28	3.2%	7	21
		White	481	55.5%	54	427
			866		122	744
	Graduate	African American/Black	884	16.2%	193	691
		American Indian/Alaska Native	7	0.1%	1	6
		Asian	868	15.9%	288	580
		Hispanic/Latino	301	5.5%	82	219

		Count	%		
	International	263	4.8%	97	166
	Not Reported	105	1.9%	45	60
	Other Pacific Islander	2	0.0%	1	1
	Two or More Races	169	3.1%	51	118
	White	2864	52.4%	939	1925
		5463		1697	3766
Total		6329		1819	4510