UMBC
PROGRESS REPORT ON INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
SUPPLEMENTARY NARRATIVE

APRIL 25, 2016

Report on Institutional Programs of Cultural Diversity

Table 1 –

Goals, Timelines and Implementation Strategies

Throughout 2015-2016, UMBC has taken steps to continue deepening its commitment to diversity as one of its core principles guiding the recruitment and retention of faculty, staff, and students. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC has achieved national recognition as a model campus for its diversity initiatives, including The Meyerhoff Scholarship Program, the UMBC ADVANCE program, the PROMISE Alliance, the Center for Women in Technology, the MARC U *STAR scholars program, and the ACTiVATE Entrepreneurship program. These programs and others reflect the substantive commitment to diversity that UMBC continues to fulfill. Four overarching goals constitute the organizing framework for UMBC's diversity programs:

A.   To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community

B.   To provide conditions for personal success

C.   To provide a culture of safety, inclusion, and respect

D.   To encourage and support individual development and advancement

Column D on the table includes some of UMBC's key diversity initiatives to advance these broad goals, and column F provides highlights of measurable progress made.

The Meyerhoff Scholars Program has been at the forefront of efforts to increase diversity among future leaders in science, engineering, and related fields. The UMBC Meyerhoff family is now more than 1300 strong, with over 1000 alumni across the nation and nearly 300 students enrolled in graduate and professional programs. In recent years, the program has sought to increase the number of students from Baltimore City and Baltimore County Public Schools. Strengthening existing connections and forging new partnerships is a priority so that high school teachers, counselors, principals and STEM program administrators are aware of the program's benefits and success in recruiting, retaining and graduating a diverse population of STEM students who in overwhelming numbers go on to pursue advanced STEM degrees and enter to nation's work force. Through efforts this year, we had a record number of African Americans to attend Meyerhoff Selection Weekends. However, we will continue to work for an increase in the number of students from area school systems, particularly both Baltimore City and Baltimore County.

Table 2 –

Programs that support student diversity and success

The Meyerhoff Scholars Program offers a different emphasis that focuses on highly able students who aspire to become leading research scientists and engineers. The program is open to people of all backgrounds committed to increasing the representation of minorities in science and engineering. In a proven formula for success, the program adheres to 13 key components. Where top scholars at other institutions are motivated by competition, Meyerhoff rely on mutual support and continually challenge each other to do more, creating an environment that amounts to positive peer pressure. Students are encouraged to form study groups for particular classes within their majors, with Meyerhoff students. This close-knit community of like-minded peers is a foundational pillar of the program model.

The Meyerhoff Graduate Fellows Program was established in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Maximizing Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents who are interested in improving the underrepresentation of minorities in STEM. The Meyerhoff Graduate Fellows Program has transformed graduate education at UMBC. Since the program's inception in 1996, enrollment of underrepresented students in participating PhD programs (Biological Sciences, Chemistry and Biochemistry, Engineering, Human Services Psychology and Physics) has increased significantly. The Under-represented enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 81 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) and Pharmaceutical Sciences at the University of Maryland, Baltimore. An additional 83 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only seven Under-represented Minorities earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 19 years preceding the Meyerhoff Graduate Program.

Components of our program will enable UR graduate students to compete more effectively for federal research grants, make informed postdoctoral choices, and more confidently pursue leadership positions in industry, government, and academics.[1]

Meyerhoff Bridge Program's Financial Aid Presentation – The Meyerhoff Scholars undergraduate program strives to increase diversity among future leaders in science and engineering. UMBC's Meyerhoff Scholars begin their studies in a summer Bridge program and therefore do not participate in the traditional Orientation Program for new students. A Financial Aid Workshop is built into the summer Bridge agenda, ensuring students receive a thorough explanation of their aid and billing expectations. The group participates in a computer lab and the presentation approach is hands-on, allowing students to use tools such as the Cost Calculator and to complete a website scavenger hunt quiz reiterating the key topics students need to know.

The Reception and Overnight for Academically Talented African American Students targets high achieving African American high school sophomores and juniors. The students and their families are invited to a reception to learn about UMBC and meet members of our community. The program

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[1] Table 2. Items 27-28

includes remarks by the UMBC President, key faculty and administrators, as well as African American students.[2]

The Reception and Overnight for Academically Talented Hispanic/Latino Students targets high achieving Hispanic and Latino high school sophomores and juniors. The students and their families are invited to a reception to learn about UMBC and meet members of our community. The program includes remarks by the UMBC President, key faculty and administrators, as well as Hispanic and Latino students. Following the reception, student attendees are hosted by members of the Hispanic and Latino Student Union (HLSU) in spending the evening to gain a greater understanding of the campus community.[3]

High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School. The presentation is geared to assist students and parents who are considering higher education at any institution and focuses on foundational aspects of Federal, State, and Institutional financial aid such as types of aid available, completing the FAFSA, and applying for additional scholarships.

Center for Women in Technology (CWIT)
Since its initial creation in 1998, The Center for Women in Technology (CWIT) has developed into a vital partner in efforts to increase the retention and recruitment of women and other underrepresented groups in the College of Engineering and Information Technology (COEIT). In the past five years, CWIT has focused on building programs and services that: (1) attract more female applicants to our CWIT Scholars programs and increase the yield of women to COEIT majors, (2) build community among increasing numbers of women who are not CWIT Scholarship recipients, and (3) contribute to improving the climate in the College for undergraduate women to ultimately increase their retention and graduation rates.

In fall 2015, CWIT served a total of 99 Scholars in three programs - 53 CWIT Scholars, 22 T-SITE (NSF S-STEM funded) and 24 Cyber scholars (funded by the Northrop Grumman Foundation). Sixty-eight percent of the scholars in all three programs are women. The Cyber and T-SITE scholars programs are focused on increasing gender as well as ethnic/racial diversity. Fifty percent of Cyber and T-SITE scholars are women and 21% of Cyber scholars and 25% of T-SITEs are African American or Hispanic. In addition to the Scholars programs, CWIT provides academic, personal, and professional development support to a growing number of CWIT Affiliates and Cyber Affiliates (primarily women; no scholarship support). The number of Affiliates has grown to over 200 students.

CWIT has increased its recruitment efforts for scholars by increasing participation in institutional recruiting efforts, targeted high school visits, and expanded CWIT recruitment initiatives aimed at high school girls. During fall 2015, there were 22 high school visits that reached approximately 500 students. CWIT continues to collaborate on the Maryland & Delaware Award for Aspirations in Computing for high school girls. Aspirations Award applicants are invited to apply for the Bits and Bytes, Cyber 101, and Best of CWIT recruitment programs. Cyber101 was piloted this year and received 68 applications for 24 spaces. In its second year, Best of CWIT attendance increased to 85 students from approximately 50 last year. As a result of these targeted recruiting efforts, applications for the CWIT Scholars program

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[2] Table 2. Item 16
[3] Table 2. Item 15

increased from approximately 75 to 150 over the past five years. Applications from students of color rose from 13% to 28%. Nine of the 24 offers for the fall 2016 CWIT cohort were made to African American or Hispanic students- up from three last year. The visibility of CWIT scholar programs and both Affiliates programs has increased in and outside of UMBC as well.[4]

Women's Center
The Women's Center at UMBC advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities. We prioritize critical social justice as our community value, with a deliberate focus on women, gender, anti-racism, and feminism. The Women's Center addresses recruitment and retention of underrepresented students, faculty, and staff in various ways to include a scholarship program for non-traditional women students, identity-based discussion groups for LGBTQ students and women of color. The Women's Center also provides space for UMBC's lactation room and seeks to provide additional support resources to UMBC mothers and parents. [5]

Off Campus Student Services (OCSS)
- OCSS focused this year on retention of African American male transfer students. The Coordinator for Commuter Engagement brought together a focus group of African American males to discuss retention issues at the institution, as well as reformed the student organization MALES, which focuses on mentoring for African American male transfer students. [6]

Student Life
- Student Life staff retreat focused on racial identity development of the staff[7]
- LGBTQ Campus Climate Workgroup - group that meets monthly to address challenges on campus for LGBTQ people; this year our big project has been working on creating a system for use of preferred name [8]
- Black Unity Meetings for African Student Association, Black Student Union, Caribbean Student Council, and Ethiopian/Eritrean Student Association leaders hosted by Student Life and Commons staff.[9]
- Staff of Color Network meetings and events hosted by various Student Affairs staff[10]

Residential Life
- Participation at Admissions events, particularly Latino/Hispanic and African-American/Black student recruitment events[11]
- Supporting summer bridge housing for groups such as Upward Bound and Blind Industries[12]

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[4] Table 2. Item 26
[5] Table 2. Items: 10 – 13

[6] Table 2. Item 44
[7] Table 2. Item 40
[8] Table 2. Item 41
[9] Table 2. Item 42-E
[10] Table 2. Item 43-E
[11] Table 2. Item 42
[12] Table 2. Item 43

- Discussions in Residential Life Department meeting following critical campus events related to identity[13]

Counseling Center
- We have adopted an online training simulation Kognito - LGBTQ On Campus for Faculty and Staff, that will help build a community of respect, inclusion, and support for LGBTQ students. In this 30-minute interactive role-play course, faculty and staff will learn how to address discriminatory language, talk to a student who chooses to discuss their LGBTQ identity, identify when a student may be distressed, and refer them to support. LGBTQ on Campus for Students teaches users how to respond to biased comments, support a student who comes out, recognize signs of psychological distress, and connect students to appropriate campus resources. [14]

- Counseling Center Multicultural Competency Training Program for Interns - Staff and interns need to develop and maintain multicultural competency. A commitment to working with students from a multicultural perspective is particularly important given the diverse student population and staff at the Counseling Center. The multicultural competency component of the training program is designed to develop more intensive and comprehensive knowledge, understanding, and skills in working with students from diverse backgrounds and under-represented groups. Knowledge of, and sensitivity to, diversity issues are essential in all areas of practice and are included in didactic training seminars as well as in supervision, group work, and outreach programming. As such, participation in the internship training program will not only involve increasing one's skills and knowledge base with regard to multicultural competency, but will also involve some levels of self-disclosure as well as exploration, within the context of furthering personal awareness and professional development. Additionally, interns are expected to incorporate multicultural perspectives into supervision of practicum students, group therapy, outreach programming, and case conference.[15]

In addition to the programs noted above that are specifically focused on the needs of some of the special populations that enrich our diversity, UMBC offers a wide array of programs to support our student population as a whole, because within that population there is a specific group, African American male transfer students, whose graduation rates have sometimes been lower than those of White students. By targeting such groups as transfer students at UMBC with special support, UMBC is advancing its goal of supporting a diverse student body.

The Transfer Student Alliance (TSA) Program enrolls students at Montgomery College (MC), Community College of Baltimore County (CCBC), Prince George's Community College (PGCC), Anne Arundel Community College (AACC), and Howard Community College (HCC) who plan to transfer to UMBC after completing an AA degree.

Pre-UMBC TSA benefits include:
- Access to UMBC/UMBC at Universities at Shady Grove facilities and campus services including the library and computer labs
- Participation in student activities, including cultural and recreational opportunities

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[13] Table 2. Item 40-E
[14] Table 2. Item 41 – E.
[15] Table 2. Item 40-F

- Concurrent enrollment at a 25% tuition discount for one UMBC course per term (not to exceed a total of three discounted courses)
- $50 transfer application fee waiver

TSA benefits at UMBC include:
- Guaranteed transfer admissions to UMBC
- Guaranteed on-campus housing upon initial matriculation at UMBC's main campus
- $1500 merit scholarship for each of two years of full-time study (award can be accepted with other UMBC merit award offers)
- Priority advising and registration on designated New Student Orientation[16]

Credit When It's Due (CWID) - Reverse Awarding of the Associate's Degree Program aims to assist community college transfer students who have matriculated at UMBC prior to earning their associate's degree. Eligible students use coursework they are completing for UMBC bachelor's degrees towards remaining requirements needed to complete associate's degrees at their former community colleges. Leveraging MOU agreements and active partnerships with Montgomery College, Community College of Baltimore County, Howard Community College, and Anne Arundel Community – the CWID program strategically targets hundreds of eligible students from diverse backgrounds each semester including those of Latino, Asian, Black or African American, and Multi-Racial descent. According to analytical reports on students completing associate's degrees through UMBC's CWID reverse awarding process – students from each of these ethnic or racial categories have been recorded. To date, over 200 students have earned associate's degrees from community colleges throughout the state of Maryland through the CWID program.[17]

The Baltimore County Collegiate Alliance Partnership (CAP) aims to support and promote college enrollment with students at Baltimore County Public Schools with the lowest college-going rates by addressing four key indicators for college enrollment and success: 1) remediation, 2) applying to two or more colleges, 3) completing and submitting a Free Application for Federal Student Aid (FAFSA), and 4) matriculating in college. To achieve this goal and facilitate these outcomes, the partnership, represented by designated leadership from Baltimore County Public Schools, Community College of Baltimore County and University of Maryland, Baltimore County agrees to:

- Designate a representative(s) for the partnership that offers experience and expertise in relevant areas including, but not limited to, academic planning and preparation, college counseling, and college student success and degree completion.
- Meet regularly – no less than twice a year – to discuss and better understand the needs and challenges, to develop strategies and to monitor progress.
- Leverage existing resources, where possible, and explore opportunities for new resources i.e. grants, to support and advance the work of the partnership.
- Actively promote the efforts of the partnership with students, parents, faculty, staff, alumni and community leaders.

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[16] Table 2. Item: 14

[17] Table 2. Item 19

- Provide expertise and resources in the design, development and delivery of relevant content including, but not limited to, academic planning and preparation, college admissions and application process, financing college education and student success strategies.

Additionally, UMBC

- waives the $50 admission application fee for participating students
- promotes scholarship opportunities to incentivize completion of the associate's degree.[18]

The New Student Orientation program is mandatory for all new freshmen and transfer degree-seeking students prior to the fall and spring semesters. New Student Orientation is a day-long event designed to provide students with information necessary to begin their academic career at UMBC.
During orientation, students will learn more about academic requirements, meet with an academic advisor and register for classes. Orientation includes sessions designed to give students an introduction to the values of UMBC and life outside the classroom. New Student Orientation continues with Welcome Week, a week-long series of social and educational events.

In addition, a family orientation program is offered for family members who want to learn more about UMBC, as they too become part of the university community. During the program, families learn more about the activities and opportunities available to students at and around UMBC.[19]

Financial Aid Night for Building STEPS -Building Science Technology and Education Partnerships, Inc. is a not-for-profit program which supplements student classroom learning and exposes underserved high school students to science and technology based career fields where minorities are overwhelmingly underrepresented. UMBC's Office of Financial Aid and Scholarships has been partnering with Building STEPS since 2010 by providing a Financial Aid Night. For the formal presentation, staff present an overview of Financial Aid, including types of aid and costs. For the second half of the evening, staff help students and parents complete the online FAFSA application and set up their MD CAPs account for state aid.[20]

Learning Resources Center and Introduction to an Honors University classroom presentations on financial aid-The LRC Course is designed to offer further support to students who may be struggling. Many participants are on academic probation or at risk of probation and the participants are in need of additional skills, resources, and supports to be successful. Each semester, Financial Aid staff provide a presentation to LRC classes. The presentation focuses on topics of relevance to the class such as differentiating grants from loans, addressing the financial (bill and aid) impacts of dropping or withdrawing, and sharing the potential impact of poor progress/grades by reviewing the federal Satisfactory Academic Progress policy and UMBC's standards for continued aid. Most importantly, the session gets students thinking about the financial aspects of their decisions and circumstances and shares the resources and aid counseling the Financial Aid staff can provide.

Introduction to an Honors University for transfer students (TRS)
This program is a modified Introduction to an Honors University (IHU) seminar for transfer students (TRS 201). TRS 201 seminars are one- or two-credit courses linked to a required course in the major that is typically taken by new transfer students. In each TRS, 60 percent of the course is academic content the

[18] Table 2. Item 20
[19] Table 2. Item 21
[20] Table 2. Item 22

department deems advantageous for new students entering upper-level courses. The remaining 40 percent of the course focuses on information that assists with the transition to the university as it also addresses topics of particular interest to transfer students such as academic advising, career counseling and connections to faculty in the discipline. TRS 201 reinforces the lecture content while working with students to enhance their study skills with a major focus on ensuring students have the writing, communication, and research skills necessary to be successful in their discipline. The course also supports students in the areas of exam preparation, time management, and other key skills through the lens of the needs of transfer students. [21]

Loan Repayment Workshop-In addition to the federally required exit counseling, UMBC's Office of Financial Aid and Scholarships coordinates a loan repayment workshop for graduating seniors each fall and spring. Currently, the targeted participants are those who are scheduled to graduate and have borrowed the highest student loan debt. Possible expansion to include a larger participant pool is under evaluation.

Supplemental Instruction (SI)
Expanded Supplemental Instruction (SI) for courses which historically have been difficult for transfer students. SI is peer-assisted group discussion in optional weekly sessions offered five times per week. A trained peer SI leader assists students in identifying key topics and problems from class and solving them. SI leaders are recruited primarily from among Meyerhoff and Sherman Teacher Scholars Programs and students recommended by faculty members.[22]

First Year Intervention (FYI)
Extended First-Year Intervention (FYI) to include transfer students. FYI focuses on freshman, including transfer students with fewer than 30 credits. The program ask faculty members to report on any of these students who, at mid-semester, are in danger of earning less than an A, B, or C in their course. The FYI program notifies identified students of their situation via a *my*UMBC alert linked to online information about campus support available to the students. [23]

Recruitment and Support of a Diverse Faculty Body

Interfolio
An online faculty search software that assists in improving our faculty diversity recruitment efforts. This software receives faculty job applications and allows the College Dean to monitor the aggregate diversity of the pool for each active search. The Dean uses this information to determine if the diversity of the applicant pool for a faculty search is consistent with the diversity of Ph.D. holders in a specific field as defined by the National Science Foundation's Annual Survey of Earned Doctorates. When the diversity of the candidate pool is not consistent with the report, hiring committees often are not permitted to begin reviewing applications and must continue their efforts to assemble a diverse pool of applicants for the position. Finally, in addition to monitoring the diversity of job applicant pools for faculty positions, Interfolio's online review and evaluation features increase transparency in the search committee's review of candidates. Before evaluating any of the job applications, hiring committees must develop the criteria/questions they will use to vet candidates. The use of clear and consistent guidelines

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[21] Table 2. Item 23
[22] Table 2. Item 24
[23] Table 2 Item 25

helps ensure that all applicants are reviewed using the same criteria that help diminish implicit bias and other forms of discrimination.[24]

Faculty Search Committee Implicit Bias Training
All faculty search committee chairs are required to attend this training on best practices for recruiting a diverse pool of applicants, developing and using fair metrics for the evaluation of candidates, and minimizing the impact of inherent racial and gender bias throughout the hiring process.[25]

UMBC-STRIDE
(Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence) is a faculty-led group that provides peer-to-peer training on the ways that overt discrimination, implicit bias, accumulated advantage and disadvantage, and the influence of gender and racial schemas have inhibited the recruitment and hiring of underrepresented minority faculty. STRIDE also provides guidance on best practices that will maximize the likelihood that diverse candidates for faculty positions will be identified, recruited, and hired at UMBC. The Committee leads workshops for faculty and administrators involved in every stage of the hiring process. It also works directly with individual departments by meeting with chairs, faculty search committees, and other department members involved with recruitment and hiring.[26]

Eminent Scholar Mentoring Program
This two-year formal mentoring program establishes a mentoring relationship between newly hired assistant professors and a prominent external researcher in their field. This program was initially developed to support the professional development of women faculty in STEM and minority faculty across all disciplines but now extends to all new assistant professors on campus. This mentoring relationship gives the UMBC faculty member a connection to their larger research community to enhance their success as they advance through the ranks of academia.[27]

Postdoctoral Fellows for Faculty Diversity
UMBC's Postdoctoral Fellowship for Faculty Diversity is a two-year in residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC. During the two-year appointment, UMBC provides fellows with teaching and research mentors and professional development opportunities across campus. Fellowship recipients are provided with a stipend, health benefits, and additional funding for conference travel and the preparation of scholarly work, office space with a computer, library and other privileges at the university. Thus far, eight fellows have participated in the program and UMBC has hired one fellow into a tenure-track position. The program will accept applications for its 4th cohort of fellows in Summer 2016.[28]

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[24] Table 2. Item 29
[25] Table 2. Item 30
[26] Table 2. Item 31
[27] Table 2. Item 32
[28] Table 2. Item 33

Faculty ADVANCEment Workshops
These workshops are open to all UMBC faculty and provide the information needed to successfully advance through the ranks of academia. Particular attention is paid to ensuring that a diverse faculty community has clear and transparent opportunities to thrive at UMBC.[29]

ADVANCE Leadership Cohort Program
Launched in 2005, the Leadership Cohort Program uses the cohort model and focuses on intentional career advancement. The program's purpose is to a) promote the advancement of women STEM faculty to positions of leadership, b) provide funding for professional development opportunities for women STEM faculty that will assist them in developing necessary skills needed to thrive in positions of leadership, and c) disseminate knowledge gained from the sponsored development opportunity to other faculty at UMBC. The first cohort convened in fall of 2005 and was comprised of six women, including STEM faculty and mid-level administrators. Now, in its ninth year, the members of the three original cohorts have formed the ADVANCE Leadership Alliance, which is charged with serving as an advisory board for future leadership cohorts and continuing leadership training to systematically transform the culture of the university.

Southern Regional Education Board Conference
The annual Compact for Faculty Diversity is the largest gathering of early-career minority Ph.D. scholars in the nation. Each year, our campus sends a team of faculty and administrators to actively recruit potential future faculty and to heighten the national visibility of UMBC among academic communities of color. UMBC also has access to the SREB doctoral scholar database that is used in our diversity recruitment activities.[30]

On-Ramps to Full Professor
A National Science Foundation grant, "On-Ramps" to Full Professor: Institutional Support for Post-Family Leave Faculty Research Reintegration," offers calibrated support at critical junctures for post-family leave associate professor women to accelerate research productivity while minimizing the effects of productivity gaps.

Emerging Scholars Program
The Emerging Scholars Program provides departments, centers, and programs with funding to host advanced graduate students and junior faculty from underrepresented communities on campus for a two-day immersion experience. The Emerging Scholars Program seeks to (a) elevate the visibility of UMBC within networks of graduate students and junior faculty working with underrepresented communities; (b) increase the number of job applicants from underrepresented communities; (c) strengthen information sharing and candidate identification strategies for future recruitment of underrepresented faculty; and (d) enhance the exposure of UMBC students to a pedagogically and demographically diverse faculty.[31]

PROMISE AGEP
Community Building Activities within Maryland: The PROMISE AGEP always invites the UMBC diverse faculty community to its tri-campus events in an effort to facilitate community building and connections. These activities include the Fall Harvest Dinner at College Park each November, the May Celebration of

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[29] Table 2. Item 35
[30] Table 2. Item 37
[31] Table 2. Item 34

Graduates in Howard County, and the August Summer Success Institute (SSI) which has been held at various locations (UMBC, UMCP, UMB, Sheraton Hotel in Columbia, Hotel at Arundel Preserve)

Recruitment and Support of a Diverse Staff Body

Higher Education Recruitment Consortium
UMBC is a founding member and advisory board member of the Mid-Atlantic Higher Education Recruitment Consortium (HERC). HERC is a non-profit consortium of over 700 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations. Consortium members share a commitment to hiring the most diverse and talented faculty, staff, and executives.[32]

VITA Tax Preparation-UMBC became a VITA site location for the 2015 tax filing season and assisted 106 low income tax filers, 28 of whom were UMBC students, complete their tax return. UMBC students, faculty, staff, and community members with a household income below $54,000 were eligible to request a tax filing appointment. Trained UMBC and community volunteers counseled and filed tax returns and offered financial counseling over the course of 6 Saturdays.

Table 3 –

Efforts to Create Positive Interactions and Cultural Awareness on Campus

The Meyerhoff Scholars Program

Each incoming cohort of Scholars participates in a six-week residential pre-freshman bridge experience that includes credited coursework and co-curricular activities. All participants enroll in a three-credit course entitled Race, Science and Society in with they explore the construct of race, the history of underrepresentation in STEM and of the associated sociological issues. This first year seminar course allows students to discuss and unpack a range of topics and theories related to diversity and underrepresentation. In addition Summer Bridge students participate in a two-part Diversity workshop conducted by a leading diversity consultant known for his ability to "engage" students in a way that leads to powerful self-work, reflection, and action. In addition, 8-12 scientists and engineers from a variety of backgrounds (scientific interests, work setting, gender, race, etc) participate in an annual seminar series in which they visit to campus and speak about their research, STEM journey, professional and personal challenges, and successes with Meyerhoff Scholars.

IHU and TRS Cultural Diversity

UMBC's Introduction to an Honors University and Transfer Student Seminars require students to participate in three and two co-curricular programs respectively. Through these assignments students: discuss diversity as a UMBC value; discuss the variety of types of diversity and examine the benefits of diversity in developing and strengthening ties with UMBC and the surrounding community; and

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[32] Table 2. Item 38

appreciate and discuss differences with guidance as to how to manage conversations related to topics that are often found to be challenging.[33]

The Women's Center prioritizes critical social justice as our community value, with a deliberate focus on women, gender, anti-racism, and feminism. The Women's Center provides cultural diversity instruction and training of students, faculty and staff in various ways to include providing workshop and training opportunities to the campus community and spearheading events and efforts centered around various awareness months to include Sexual Assault Awareness Month, Relationship Violence Awareness Month, Women's History Month, and LGBTQ History. Additionally, the Women's Center is the lead sponsor of Critical Social Justice which is a multifaceted and interdisciplinary programming initiative intended to explore social justice and diversity issues in both theory and practice from academic, activist, and artistic perspectives.[34]

The Center for Women in Technology (CWIT) has developed a scholar program model that includes mandatory activities that: 1) provide ongoing academic coaching, 2) build and maintain a supportive peer community, and foster professional development. Over the past three years, diversity topics and activities specifically designed to create positive interactions and cultural awareness have been intentionally added to the scholar experience. For example, the summer retreat for new scholars includes a session about the current demographics in computing and engineering majors and careers and the importance of CWIT's mission and role in increasing diversity. The CWIT first-year seminar course and the annual January Retreat also include interactive activities and discussions intentionally designed to increase scholars' awareness of diversity and their cultural competence. Two sections of an FYE class are offered for new freshman Scholars and a second section for interested CWIT and Cyber Affiliates. Four years ago the Men in CWIT group was established to develop increased awareness and advocacy skills among male scholars for supporting underrepresented groups in computing and engineering. [35]

Athletics

Staff and Student Athlete Training
Dr. Derek Greenfield presented-Confronting Ourselves: Promoting Diversity, Cultural Competence, and Inclusive Excellence. Specifically: In this increasingly diverse global work, individuals and organizations must adopt policies and practices that appreciate the power of culture in building relationships and maximizing human potential. This powerful participatory session challenges people to examine their own biases and work together to learn how to achieve inclusive excellence. Staff: April 5th from 9-11am, Student-athletes April 5th from 6:00pm-7:30pm[36]

You Can Play **Events**
"Every fall, winter and spring, the Athletics Department, in conjunction with the America East Conference, hosts ""You Can Play"" nights during 2 soccer games, 2 basketball games and 2 lacrosse games. You Can Play promotes inclusivity regardless of sexual orientation, with the premise being, if you can play, you can play. Their mission is: You Can Play is dedicated to ensuring equality, respect and safety for all athletes, without regard to sexual orientation.

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[33] Table 3. Item 12
[34] Table 3. Items 8-11.
[35] Table 3. Items 13-14
[36] Table 3. Item 17

You Can Play works to guarantee that athletes are given a fair opportunity to compete, judged by other athletes and fans alike, only by what they contribute to the sport or their team's success.

You Can Play seeks to challenge the culture of locker rooms and spectator areas by focusing only on an athlete's skills, work ethic and competitive spirit. www.youcanplayproject.org"[37]

Each instructor of PHED 202, a class in which the majority of the freshmen student-athletes enroll, completed a lesson covering multicultural diversity. Three instructors completed a form of a "privilege walk activity" with their students, covering a wide range of topics that included the impact of gender, race, sexual orientation, economic upbringing, and educational opportunities among others. The fourth section's lesson included a social identities activity in which the students were asked to respond to questions about their identity by moving silently to a sign representing an aspect of themselves covering similar topics as previously mentioned. Each lesson included an open discussion following the activity. Some PHED 202 sections also required students to complete an anonymous discussion board post as a response to their experience in class, allowing students an opportunity to share their feelings in a more protected environment.[38]

Residential Life[39]
- Attendance at diversity-related professional development for each Asst. Director annually
- Training provided during student staff August training -- Resident Advisors
- Support & Sponsor employee to attend the Social Justice Training Institute (2 applied; 1 accepted)
- Restorative Justice Circles for bias-related incidents where perpetrator identified.[40]
- Residential Life had 121 programs at the halls and apartment communities addressing social justice/diversity August – March[41]
- Interact Program - This program being led by the Vice President for Student Affairs is a collaborative team at UMBC that includes faculty from the MLLI program and Student Affairs professionals. The main goal of this program is to create an environment on a floor where students can be comfortable with differences, engage in dialogue, and have confidence in who they are. Three residential floors have been identified in this pilot program and will participate in peer led dialogue groups around difficult topics designed to challenge them as well as prepare them for our diverse society.[42]

Student Life[43]
- Safe Zone training - offered multiple times a year for students, faculty and staff
- InterACT training for peer facilitators
- Mosaic Diversity Presenters training - offered once a year in August to recruited student, staff and faculty volunteers

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[37] Table 3. Item 18
[38] Table 3. Item 17-E
[39] Table 3. Items 19-21
[40] Table 3. Item 23-F
[41] Table 3. Item 24-F
[42] Table 3. Item 25-F
[43] Table 3. Items 22-25

- How to be an Ally Workshop series - pilot focused on underrepresented populations and offered three times in Spring 2016
- Curriculum for the Foundations of Leadership class is grounded in social justice and cultural awareness[44]
- Workshops presented at IHU classes on cultural competency[45]
- Programs offered by the Mosaic and Interfaith Centers including: What's the Tea discussion series, How to be an Ally series, International Film festivals, National Diversity Awareness Month Fairs, Speakers and Passive Programs (ex. bulletin boards, article posts)[46]
- Programs offered by Student Life supporting the Black African American, African, and Caribbean communities - educational and cultural
- Programs offered by Student Life supporting the Hispanic and Latino/a communities - educational and cultural
- Programs offered by Student Life supporting the Asian American, Asian, South Asian and Pacific Islander communities - educational and cultural
- Interfaith Connections Dialogue Group offered by Student Life supporting religious/spiritual education and development in students from diverse, backgrounds
- Programs offered by Student Life supporting the LGBTQ community - social and educational in nature
- Critical Social Justice Week co-hosted by Student Life and the Women's Center[47]

Career Center

- The UMBC Career Center hosts a Diversity Recruitment Event for nearly 200 students each fall to help them build their network and speak with top employers over dinner. All participating employers are interested in diversifying their workforce. This program is co-sponsored by NSBE. A sample of employers who attended the event include: Johns Hopkins Applied Physics Lab, T. Rowe Price, General Electric, CareFirst BlueCross BlueShield, CIA, Lockheed Martin, Morgan Stanley, NSA, DISA, Stanley Black & Decker, and PayPal to name a few. [48]

- The UMBC Career Center arranges a student trip to the BEYA STEM Conference each year. Over 60 students attended this event in Philadelphia this past February. The BEYA STEM Conference is one of the most-anticipated diversity events with a talent-rich environment for recruitment, networking and professional development. In attendance are college representatives and thousands of professionals and students from across the country who represent careers and disciplines in science, technology, engineering and mathematics (STEM). Students can attend the career fair and meet top employers, take advantage of onsite resources designed to enhance their job search, as well as to get tools for a successful STEM career.[49]

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[44] Table 3 Item 18-E
[45] Table 3 Item 19-E
[46] Table 3. Item 19-F
[47] Table 3. Item 22-F
[48] Table 3. Item 17-F
[49] Table 3. Item 18-F

Table 5 –

Demographic Data for Students

Table 5 shows the demographic data for students by undergraduate/ graduate status for fall 2009 baseline, then fall 2013 through fall 2015. At both the undergraduate and graduate levels, no significant changes in the distribution of race/ethnicity have occurred between fall 2014 and fall 2015, with any fluctuations falling within two percentage points. At the undergraduate level, almost 48% of students identify as minority or two or more races, compared to 26% at the graduate level. Graduate students, however, are more likely to be international (21.5% vs. 4.3% for undergraduates).

Tables 6 and 7 –

Demographic Data for Faculty and Staff

Tables 6 and 7 present the demographic data for faculty and staff. As with students, the distribution of race/ethnicity among both faculty and staff exhibited no significant changes between fall 2014 and fall 2015. While the distribution by race/ethnicity did not change significantly, there was a 22.9% increase in the number of African American Non-Tenure Track faculty, as well as a 14.5% increase in Asian faculty in the same category. International faculty increased by 44.4% among Tenured/Tenure Track and 29.4% among non-Tenure Track groups.   Among staff, significant percent changes were only seen among those groups that comprise a very small portion of the population – Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and International. Overall, 22.6% of all faculty and 28.8% of staff identify as minority or two or more races.

UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

APRIL 25, 2016

Table 1

**2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity**
*Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan*
*University of Maryland, Baltimore County*
A	B	C	D	E	F	G
Diversity Plan *Y=Yes/N=No*	**Goals and Timeline**	**Implemetation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009-2010**	**Areas of Needed Improvements**
	A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report	*Cite relevant strategies used for students, faculty, and staff*	*State specific area institution uses for each targeted population*	*Y or N (annual/biennial)*	*Improved Goal # by % or Static*	*Name specific areas in need of improvement*
EXAMPLE *Y*	*A. 7 Goals 2016-2010* *B. Goal 1: Increase diversity of faculty to reflect diversity of campus community*	*Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publicaions*	*Recruitment and retention of a more diverse faculty*	*Y (biennial)*	*Improved Goal #1 by 5% over biennium*	*Cite area and reason for improvement, if needed*
Y	**2016-2022**					
	Goal 1: To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community.		*Interfolio An online faculty search software that assists in improving our faculty diversity recruitment efforts. This software receives faculty job applications and allows the Dean to monitor the aggregate diversity of the pool for each active search. *Faculty Search Committee Implicit Bias Training All faculty search committee chairs are required to attend this training on best practices for recruiting a diverse pool of applicants, developing and using fair metrics for the evaluation of candidates, and minimizing the impact of inherent racial and gender bias throughout the hiring process *UMBC-STRIDE (Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence) is a faculty-led group that provides peer-to-peer training on the ways that overt discrimination, implicit bias, accumulated advantage and disadvantage, and the influence of gender and racial schemas have inhibited the		*CWIT - served 99 scholars - up from 83 scholars in 2014. 68% are women, compared to 53% women in previous year. *Meyerhoff Graduate Fellows Program UR enrollment has grown from 76 students in 2014 to 81 students in 2015 *The IMSD Graduate Fellows Program has had a dramatic impact on PhD-level training of Underrepresented (UR) students at The University of Maryland, Baltimore County (UMBC). Since its inception in 1997, UR participation in supported departments (biology, chemistry, biochemistry, chemical/ mechanical engineering, human services psychology, and physics) has increased from 0%, 1%, 0%, 1%, 8%, and 0%, respectively, to 13%, 16%, 17%, 16%, 21%, and 3%, respectively. *The Dean of each college offers an **annual search committee training**	

Table 1

			recruitment and hiring of underrepresented minority faculty ***Southern Regional Education Board Conference** The annual Compact for Faculty Diversity is the largest gathering of early-career minority Ph.D. scholars in the nation. Each year, our campus sends a team of faculty and administrators to actively recruit potential future faculty and to heighten the national visibility of UMBC among academic communities of color ***Emerging Scholars Program** The Emerging Scholars Program provides departments, centers, and programs with funding to host advanced graduate students and junior faculty from underrepresented communities on campus for a two-day immersion experience. **Meyerhoff Program -** Increase interacations and strengthen ties with area high schools and STEM programs. Recruit and retain a diverse student group pursing STEM degrees at UMBC		on implicit bias and its negative consequences in the search process 20 search committee chairs received this training in AY 15-16 Record number of African American participants at Meyerhoff Selection Weekend	
		Increase representation of underrepresented minority students from Baltimore County and Baltimore City			Nominations for and applications from Baltimore County and Baltimore City students

Table 1

| | Goal 2: To provide conditions for personal success | | *Faculty ADVANCEment Workshops* These workshops are open to all UMBC faculty and provide the information needed to successfully advance through the ranks of academia. Particular attention is paid to ensuring that a diverse faculty community has clear and transparent opportunities to thrive at UMBC

ADVANCE Leadership Cohort Program Launched in 2005, the Leadership Cohort Program uses the cohort model and focuses on intentional career advancement. The program's purpose is to a) promote the advancement of women STEM faculty to positions of leadership, b) provide funding for professional development opportunities for women STEM faculty

PROMISE AGEP **Community Building Activities Within Maryland:** The PROMISE AGEP always invites the UMBC diverse faculty community to its tri-campus events in an effort to facilitate community building and connections.

On-Ramps to Full Professor **A National Science Foundation grant,** "On-Ramps" to Full Professor: Institutional Support for Post-Family Leave Faculty Research Reintegration

• OCSS focused this year on retention of African American male transfer students The Coordinator for Commuter Engagement brought together a focus group of African American males to discuss retention issues at the institution, as well as reformed the student organization MALES, which focuses on mentoring for African American male transfer students

High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School. | | **VITA Tax Preparation**-UMBC became a VITA site location for the 2015 tax filing season and assisted 106 low income tax filers, 28 of whom were UMBC students, complete their tax return. UMBC students, faculty, staff, and community members with a household income below $54,000 were eligible to request a tax filing appointment. | |

Table 1

	Goal 3: To provide a culture of safety, inclusion and respect		• Interact Program - This program being led by Dr. Young is a collaborative team at UMBC that includes faculty from the MLL program and Student Affairs professionals. The main goal of this program is to create an environment on a floor where students can be comfortable with differences, engage in dialogue, and have confidence in who they are *Counseling Center: • We have adopted an online training simulation Kognito - LGBTQ On Campus for Faculty and Staff, that will help build a community of respect, inclusion, and support for LGBTQ students *The Women's Center at UMBC advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities *Staff and Student Athlete Training: Dr. Derek Greenfield presented- Confronting Ourselves: Promoting Diversity, Cultural Competence, and Inclusive Excellence			

Table 1

	Goal 4: To encourage and support individual development and advancement		• The UMBC Career Center hosts a Diversity Recruitment Event for nearly 200 students each fall to help them build their network and speak with top employers over dinner. • The UMBC Career Center arranges a student trip to the BEYA STEM Conference each year. Over 60 students attended this event in Philadelphia this past February. *• Programs offered by Student Life supporting the Black African American, African, and Caribbean communities - educational and cultural • Programs offered by Student Life supporting the Hispanic and Latino/a communities - educational and cultural • Programs offered by Student Life supporting the Asian American, Asian, South Asian and Pacific Islander communities - educational and cultural		• Residential Life had 121 programs at the halls and apartment communities addressing social justice/diversity August – March • How to be an Ally Workshop series - pilot focused on underrepresented populations and offered three times in Spring 2016
		The following publications have been published in conference proceedings as a part of UMBC's dissemination of information about our faculty diversity initiatives. Journals and publications were chosen based on their connections to our 'research and practice' work on diversity in STEM, contributing to UMBC's reputation in this area.			
		F. D. Carter-Johnson, A. Byars-Winston, R. G. Tull, B. Zayas, and C. Padin. Hispanic Female STEM Faculty in Puerto Rico: Results from an NSF ADVANCE NETWORKing Workshop. Journal of Women and Minorities in Science and Engineering. In Press.			
		A. M. Reed and R. G. Tull. Invitation to Engage: Approaches to Diversifying the STEM Professoriate. 14th LACCEI Annual International Conference. In Review.			
		A. M. Reed and R. G. Tull. Encouraging Equilibrium: Career-Life Balance Outreach and the Advancement of Women in Engineering, 13th LACCEI Annual International Conference: "Engineering Education Facing the Grand Challenges, What Are We Doing?" July 29-31, 2015, Santo Domingo, Dominican Republic.			
		A. M. Reed and R. G. Tull. Programmatic Interventions for Developing Diverse Global Eminent Faculty Scholars Through International Collaborations. 4th Annual ASEE International Forum, 2015.			
		R. G. Tull. Broadening the Participation of U.S. Engineering Students and Faculty in International Engagement. American Society for Engineering Education (ASEE) PRISM. March/April 2015.			

Table 1

		Q. Brown, R. G. Tull, L. Medina, M. Beadle-Holder, and Y. Medina. Factoring Family Considerations into Female Faculty Choices for International Engagement in Engineering, IT, and Computer Science. American Society for Engineering Education (ASEE), 2015.				
		R. G. Tull, A. Y. Williams, and S. Hester. An NSF AGEP Program's Unintended Effect on Broadening Participation: Transforming "Non-STEM" Graduate Students into Engineering Education Faculty, Researchers, K-12 Educators, and Advocates. American Society for Engineering Education (ASEE), 2015.				

Legend	
Y = Yes	
N= No	

Table 2

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Insttution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
University of Maryland, Baltimore County				
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 Senstivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Sturctures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Serivces to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initatives 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 hierarchial order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted*
Returning Women Students Scholars + Affiliates Program (Women's Center)	The scholarship program provided approximately $54,000 in financial aid to 23 students via three different scholarships throughout 2015-16. Additionally, the Women's Center provides support to affiliates of the program who are provided the same benefits of the scholarship program to include semester orientations, 1-1 support, and monthly workshops.	Women's Center staff works with other offices to advocate for the unique needs and experiences of non-traditional students and student parents	The Women's Center partners with OIA, Scholarships and Financial Aid, Admissions, Student Business Services, and Academic Advising to support this program	non-traditional undergraduate women over the age of 25; student parents
Women's Center Identity-Based Group Programs - Between Women & Spectrum	Between Women and Spectrum are weekly discussion-based groups for UMBC LGBTQ students. This weekly meeting provides affirmative and safe space for LGBTQ students to explore their identities, connect with resources, and mentors (both peer and faculty/staff)			LGBTQ undergraduate students
Women's Center Identity-Based Group Program - Women of Color Coalition	Women of Color Coaltion is a weekly discussion-based groups for UMBC women of color. This weekly meeting provides affirmative and safe space for women of color (faculty, staff and students are invited to attend) to explore their identities, connect with resources, and mentors (both peer and faculty/staff)			Women of Color students, faculty, and staff
Women's Center lactation room	This service provides private/safe space for mothers to return to work or classes while still meeting the needs of their family. It communicates acceptance and belonging to working mothers.		The Women's Center has provided this space for many years prior to it becoming USM policy to have a space on campus. This service allows UMBC to stay within Title IX compliance.	During FY2015 the lactation room was usedby women community members 367 times and since the start of FY2016, 307 times. Graduate and undergraduate students are the primary users, though some faculty, staff, and campus visitors also will use the space.

Table 2

Transfer Student Alliance (TSA) Program: For students attending one of five major feeder community colleges (CCBC, AACC, MC, HC and PGCC) who will be earning the associates degree and transferring to UMBC to complete the baccaluarette degree.			
Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.			
Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.			
UMBC Superintendent's Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and social-economic) including Baltimore City and Prince Georges County.			
UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with underrepresneted populations (ethnic and social-economic) including Baltimore City and othe urban districts.			
Reverse Awarding of the Associates Degree: For community college transfer students who matriculated at UMBC prior to earning the assoicates degree.			
Baltimore County Collegiate Alliance Partnership (CAP): For academically "in the middle" students enrolled in Baltimore County public schools with low college enrollment.			
New Student Orientation: For all newly admitted freshmen and transfer students.			
Fiancial Aid Outreach (can't remember the name of this program that OFAS hosts annually to assist families from schools with low college enrollment with completing the FAFSA.)			
Modified Introduction to a Honors University (IHU) seminar for transfer students (TRS 201)			
Expanded Supplemental Instruction (SI) for courses which historically have been difficult for transfer students			
Extended First Year Intervention (FYI) to include transfer students			
Center for Women in Technology (CWIT)-students	Building programs and services that attract more female applicants, increase the yield of women to COEIT majors; Build community among those not CWIT scholarship recipients; improve the climate for undergraduate women to increase retention and graduation rates		Women in Technology

Table 2

Meyerhoff Graduate Fellows -- The PI and Coordinator will continue to distribute information about diversity/retention activities at national conferences, and will continue to give talks about diversity at academic institutions and scientific meetings. We are currently using a testimonial DVD created by the UMBC New Media Department in 2011 (with non-IMSD funds) to promote the support and effectiveness of the IMSD Graduate Program to potential graduate students and program directors of undergraduate NIH funded programs, such as MARC, RISE and PREP that might direct students to our IMSD. The idea to create such a "Testimonial DVD was recommended by the IMSD Fellows at a past Annual Research Symposium. We will update the video in 2016 to feature new IMSD Fellows as the students in the current video have graduated. Proposed in the previous renewal, an annual newsletter called IMSD TODAY at UMBC and UMB named by the IMSD Fellows at the 2012 Annual Research Symposium is currently on the 3rd issue. The annual newsletter is disseminated to UMBC and UMB affiliated diversity programs, other IMSD Programs, NIH IMSD Program Directors as well as Directors of MARC, RISE and PREP Programs. The electronic newsletter includes "best practices" program updates; highlights and IMSD graduate (current and former) spotlights and accomplishments. Retention has reached an all-time high (90% in the current funding period; 87% over the past 10 years; 81% since inception), and UR PhD production has increased dramatically, from 7 UR PhD degrees awarded over the 15 years preceding IMSD to 78 total PhDs awarded to IMSD Fellows (32 since our last competitive renewal).	The IMSD Annual Research Symposium (retreat) brings together first year IMSD graduate students who have completed the Summer Bridge Program with more senior IMSD Fellows with active thesis projects. The major objective of the symposium is to build a sense of community and camaraderie among the IMSD graduate students.	Not Applicable, however we discuss issues of race as it relates to the biomedical and behavioral sciences. These discussions are typically held at our Annual Research Symposium (retreat)	Faculty Diversity Initiatives ADVANCE Program, Autumn Reed	N/A
The Meyerhoff Graduate Fellows Program seeks to increase the number of students who are underrepresented in the biomedical and behavioral sciences that obtain doctoral degrees	Expansion of our program to include (UR) Underrepresented students at the University of Maryland, Baltimore has increased our applicant pool further supporting our program goal. We will also continue to recruit students from the various HBCU's (Lincoln University, Morgan State University, Jackson State University and North Carolina A&T, etc.)			Our overall goal is to increase diversity and UR participation within leadership positions in the biomedical and behavioral fields, including industrial, government, and academic positions. A goal is that some of our students will matriculate to tenure-track academic and teaching positions. The IMSD Graduate Fellows Program has had a dramatic impact on PhD-level training of Underrepresented (UR) students at The University of Maryland, Baltimore County (UMBC). Since its inception in 1997, UR participation in supported departments (biology, chemistry, biochemistry, chemical/ mechanical engineering, human services psychology, and physics) has increased from 0%, 1%, 0%, 1%, 8%, and 0%, respectively, to 13%, 16%, 17%, 16%, 21%, and 3%, respectively.
Interfolio (Faculty)				Interfolio allows search committees to track the diversity of their applicant pools for faculty positions in the aggregate, which they then compare to the NSF Survey of Earned Doctorate to approximate the diversity of their pool for the position.
Faculty Search Committee Implicit Bias Training (Faculty)		The Dean of each college offers an annual search committee training on implicit bias and its negative consequences in the search process 20 search committee chairs received this training in AY 15-16		

Table 2

UMBC-STRIDE (Faculty)		The UMBC STRIDE Committee provides advice and counsel to departments and faculty search committee members on the best practices for recruiting well-qualified and diverse candidates for faculty search positions.		
Eminent Scholar Mentoring Program (Faculty)				All incoming Assistant Professors receive $3000 in their start-up for a two-year formal mentoring relationship with a prominent researcher in their field.
Postdoctoral Fellows for Faculty Diversity (Faculty)				A two-year program to support promising recent Ph.D. recipients committed to diversity in the academy and prepare them for possible tenure-track appointments at UMBC.
Emerging Scholars Program (Faculty)				The Emerging Scholars Program provides departments, centers, and programs with funding to host advanced graduate students and junior faculty from underrepresented communities on campus for a two-day immersion experience.
Faculty ADVANCEment Workshops (Faculty)				The purpose of the Faculty ADVANCEment workshop is to provide all UMBC faculty with the necessary information needed to successfully advance through the ranks of academia.
ADVANCE Leadership Cohort Program (Faculty)				The Leadership Cohort Program uses the cohort model and focuses on intentional career advancement.
Southern Regional Education Board (SREB) Conference (Faculty)				Each academic year a delegation of UMBC faculty attend the SREB conference to recruit for faculty openings.
Higher Education Recruitment Consortium (HERC) (Faculty)				UMBC is a founding member of the Mid-Atlantic HERC a consortium members that share a commitment to hiring the most diverse and talented faculty, staff, and executives.
On-Ramps to Full Professor				A National Science Foundation grant, "On-Ramps" to Full Professor: Institutional Support for Post-Family Leave Faculty Research Reintegration," offers calibrated support at critical junctures for post-family leave associate professor women to accelerate research productivity while minimizing the effects of productivity gaps.
Rentention of Staff - Department Retreat - Student Life	Departmental Meetings - Residential Life	Multicultural Competency Training - Counseling Center	Vice President for Student Affairs Office - Student Affairs	
Student Retention - LGBTQ Campus Climate Worksgroup - Student Life	Kognito Program - Counseling Center		Director of Student Life	
Recrutiment of Students - Admission Events - Residential Life	Host Black Unity Meetings - Student Life		Assistant Director of Student Life for Cultural and Spiritual Development - Student Life	
Student Retention - Summer Bridge Housing - Residential life	Staff Of Color Network Meetings - Divsional		Mosaic Center - Student Life	
Rention Efforts of African American Male Transfers - Off Campus			Interfatih Center - Student Life	

Table 2

			Queer Student Lounge - Student Life	
			Queer Student Advisory Council - Student Life	
			Religious Council - Student Life	
"The PROMISE AGEP: Maryland Transformation" grant from the National Science Foundation covers the 12 institutions within the University System of Maryland. The program developed seminars and workshops for graduate students and postdocs from the USM system, particularly focus on underrepresented students in STEM fields. A. PROMISE has 4 goals 1) Graduate student recruitment, retention and success. 2) PhD Completion and career preparation 3) Programs for postdoctoral scholars 4) Programs to enhance faculty understanding of diversity issues in graduate and postdoctoral education During the year we have hosted the followin list of programs/seminars/workshops/conferences to pursue our goals: • Summer Horizons and GEM GradLab to expose USM undergrads to graduate school opportunities. • Summer Success Institute: To provide professional development workshops for new graduate students, continuing graduate students, advanced graduate students, and postdocs. • Success Seminars: Our professional development programs and the emphasis on building community are designed to over-come the isolation and the struggle for a sense of belonging that has affected underrepresented groups in STEM. - Public Speaking, Career Paths for graduate students, Writing Workshop, T/As orientation, Dear stress.. Let's break up. • Multidisciplinary Community Building events: The Fall Harvest Dinner Meeting provides networking within disciplines across alliance campuses and hearing success stories from mentors and role models. Spring Family Picnic and Celebration of Graduates: Provides an opportunity to include family, friends and other supporters in a PROMISE celebration of graduates.		• PROMISE Research Symposium : A professional development donference, featuring research talks and seminars on career preparation. • USM-wide Dissertation House: concentrated time to work on the dissertation under the mentorship of the dissertation coach (Results include 66 Ph.D. graduates between 2006-2012.) Campus-based Dissertation Houses have already been institutionalized. The innovation is the expanded, regional Dissertation House that is proposed to serve students throughout the USM. • PROF-it - Professors in Training, featuring workshops and mentored teaching opportunities in Maryland. • Postdoctoral morning coffee workshops for professional development of postdoctoral fellows • International Engagement: To give opportunity to graduate students and faculty to participate and attend international conferences in order to use it as a plataform for networking and develop relationships that can evolve to international collaborations.		
Recruitment, retention and graduation of underrepresented students, including all women, in STEM disciplines	Cohort model, close knit community,	Cultural Diversity workshop for incoming students each summer		

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff		
University of Maryland, Baltimore County		
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 initiativesused to promote cultural diversity in the classroom within the institution*	*List institution-wide (IW) and targeted (T) co-curricular programs for students*
Women's Center trainings and workshops		The Women's Center offers various workshops and trainings to the UMBC community throughout the year. Trainings are offered in our space in addition to the classroom by request. Workshops and trainings which are generally created for a student audience can be tailored to meet the needs of faculty and staff. Relevant workshop topics include microaggressions and supporting diverse survivors of sexual violence. The Supporting Survivors of Sexual Violence: Cultivating a Survivor-Responsive Campus workshops is offered to faculty and staff specifically 4 times a year or by request for students it is offered twice a year and by request.
Critical Social Justice (Women's Center lead sponsor)		Critical Social Justice is a multifaceted and interdisciplinary programming initiative coordinated by the Women's Center with Student Life's Mosaic: Center for Culture and Diversity which aims to explore social justice in both theory and practice from academic, activist, and artistic perspectives. The theme for CSJ 2015 was Baltimore 365 and the week-long programming and events created space and learning opportunities to consider the ways in which one can cultivate deep and lasting commitments to Baltimore City that are meaningful to us as individuals and as part of the UMBC community. By focusing on Baltimore, CSJ engaged with local social justice issues and activism while framing this understanding within the context of larger national movements and ongoing struggles against systemic racism and injustice. womenscenter.umbc.edu/critical-social-justice
Telling Our Stories Initiative		During the spring 2015 semester, the Women's Center at UMBC and Women of Color Coalition were awarded a $5,000 grant from the AAUW Campus Action Project (CAP) grant which provided funding for student led projects that fight stereotypes and biases. The Women's Center project, called "Telling Our Stories: I'm Not/I Am," aimed to 1) raise awareness and reject stereotypes about women of color, and 2) create space for women of color voices and counternarratives. The initiative included a popular poster campaign, skill-building workshops, and a showcase. Without funding, the Women's Center has continued a scaled-back version of the initiative throughout the 2015-16 academic year.
Women's Center Awareness Month Programs and Initiatives		The Center seeks opportunities to program and create events related to diversity education and awareness through awareness-based months such as Relationships Violence Awareness Month, Sexual Assault Awareness Month, Women's History Month, and LGBTQ History Month. Signature events such as Take Back the Night and The Clothesline Project are integral to these awareness months and seek to promote a survivor-responsive and supportive campus community and connect survivors of sexual violence with resources that will aid in their healing and academic success.
	Cultural diversity is one of the topic areas covered in many Introduction to an Honors University and Transfer Seminar courses.	Students in Introduction to an Honors University and Transfer Student seminars are required to participate in three and two co-currciular programs respectively. At least one of these needs to be in an area they do not usually participate.

Table 3

Scholar program model that includes mandatory activites to provide ongoing academic coaching; build and maintain a supportive peer community; foster professional development	Diversity topics and actiities have been added to the scholar experience	(T) Center for Women in Technology Program
Two sections of FY class are offered for new freshman and a second section for CWIT and Cyber Affiliates	First-year seminar course and annual January Retreat include interactive activities and discussions to increase awareness of diversity and cultural competence: Men in DWIT group established to increase awareness and advocacy skills among male scholars for supporting underrpresented groups in computing and engineering	(T) FYE courses for CWIT Scholars and Affiliates
N/A	N/A	Diversity Speaker Series (IW) UR Faculty are invited to campus to give a scientific talk
		NIH Mini Symposiums (IW), talks given by the Women Scientist Advisors group at NIH. The focus is on women in science, however the talks are open to all
Athletics Department Staff and Student-Athlete Training	PHED 202 Course - Athletics	Fall Diversity Recrutiment Event - Career Center
You Can Play Events - Athletics	Foundations of Leadership Course - Student Life	Student Trip to BEYA STEM Conference - Career Center
Annual Professional Development - Residential Life	IHU Presenations - Student Life	Mosaic and Interfaith Center Programs - Student Life
Resident Assistant Training - Residential Life		Tea Discussions - Student Life
Social Justice Training Institute - Residential Life		Student Life educatonal, cultural and religious/spiritual programs
Safe Zone Training		Critical Social Justice Week - Student Life
InterACT Training		Restorative Jusitice Program - Residential Life
Mosaic Diversity Presenter Training		Residential Programming - Residential Life
How to be an Ally Workshop Series		Interact Program - Residential Life
PROMISE: Maryland's AGEP has meetings with the USM Graduate Deans, and the USM Council of STEM Deans (a PROMISE-specific initiative). In September 2015, PROMISE held a session for STEM faculty to discuss diversity and inclusion in STEM, and ways to facilitate successful graduation and transition to the professoriate. Faculty were present from institutions across the USM, and faculty diversity mentoring awards were presented to STEM faculty from UMBC, UMB, and UMCP. Guest speakers included UMBC Provost Philip Rous, Consultant and former leaders at AAAS, Dr. Darryl Chubin; UMCP Dean of Engineering, Dr. Darryll Pines; UMBC CNMS Dean William LaCourse; and USM Associate Vice Chancellor, Nancy Shapiro.	PROMISE has sponsored the PROF-it Seminars, Professors-in-Training, which include seminars and workshops on learning styles. More recently, UMBC became a member of the CIRTL network. As such, we have incorporated the promotion of CIRTL's resources into our offerings. These include CIRTL's April offerings: April 6, 2016: Preparing for the College Students of Tomorrow in Biology April 13, 2016: Preparing for the College Students of Tomorrow in Engineering April 20, 2016: Improving Outcomes in Chemistry Through Holistic Instruction for First-Generation, Low-income, and Minority Students. We've also had workshops about teaching in a bilingual environment, and at comunity colleges. The PROF-it website can be found here: https://promiseagep.wordpress.com/promise/prof-it-professors-in-training/	
2 part Diversity Workshop each summer for incoming students with expert/consultant	Offer *Race, Science, and Society* course each summer for incoming students	Seminar Series with speakers from diverse population and/or work to increase diversity within STEM (T)
Legend		
Y = Yes		
N = No		

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes

University of Maryland, Baltimore County	
Yes	
01/15/2015- Unknown person(s) painted a swastika on a retaining wall (religious-destruction of property)	
02/19/2015- Unknown persons(s) drew a swastika on floor and decorations (religious –destruction of property)	
10/2/2015- Non campus affiliate sent intolerant emails to Professor (ethnic-Act of Intolerance)	

Legend
Y = Yes
N = No

TABLE 5: STUDENTS

UNDER- GRADUATE	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,646	16.5%	741	905	1,765	15.8%	816	949	1,864	16.4%	875	989	1,924	17.1%	893	1,031
American Indian or Alaska Native	52	0.5%	30	22	16	0.1%	9	7	20	0.2%	14	6	16	0.1%	9	7
Asian	2,034	20.4%	1,077	957	2,213	19.9%	1,213	1,000	2,281	20.0%	1,235	1,046	2,295	20.4%	1,214	1,081
Hispanic/Latino	388	3.9%	214	174	627	5.6%	304	323	672	5.9%	337	335	670	6.0%	334	336
White	5,150	51.8%	2,962	2,188	5,031	45.2%	2,955	2,076	5,033	44.2%	2,943	2,090	4,906	43.6%	2,905	2,001
Native Hawaiian or other Pacific Islander*	77	0.8%	24	53	18	0.2%	5	13	22	0.2%	9	13	22	0.2%	9	13
Two or more races	-	0.0%			403	3.6%	191	212	415	3.6%	200	215	432	3.8%	225	207
Did Not Self Identify	203	2.0%	105	98	583	5.2%	333	250	550	4.8%	342	208	495	4.4%	308	187
International	397	4.0%	230	167	480	4.3%	257	223	522	4.6%	299	223	483	4.3%	268	215
TOTAL	9,947		5,383	4,564	11,136		6,083	5,053	11,379		6,254	5,125	11,243		6,165	5,078

GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	356	12.2%	144	212	352	12.7%	148	204	317	12.2%	136	181	313	12.1%	142	171
American Indian or Alaska Native	9	0.3%	6	3	5	0.2%	3	2	4	0.2%	1	3	4	0.2%	1	3
Asian	200	6.8%	106	94	173	6.2%	102	71	194	7.5%	110	84	204	7.9%	109	95
Hispanic/Latino	75	2.6%	32	43	91	3.3%	43	48	98	3.8%	49	49	110	4.2%	58	52
White	1,535	52.5%	679	856	1,457	52.6%	723	734	1,303	50.1%	641	662	1,265	48.7%	639	626
Native Hawaiian or other Pacific Islander*	9	0.3%	1	8	5	0.2%	1	4	7	0.3%	3	4	5	0.2%	3	2
Two or more races	-	0.0%			44	1.6%	24	20	35	1.3%	18	17	38	1.5%	22	16
Did Not Self Identify	232	7.9%	107	125	137	4.9%	77	60	109	4.2%	71	38	98	3.8%	58	40
International	507	17.3%	275	232	508	18.3%	286	222	533	20.5%	294	239	559	21.5%	320	239
TOTAL	2,923		1,350	1,573	2,772		1,407	1,365	2,600		1,323	1,277	2,596		1,352	1,244

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,002	15.6%	885	1,117	2,117	15.2%	964	1,153	2,181	15.6%	1,011	1,170	2,237	16.2%	1,035	1,202
American Indian or Alaska Native	61	0.5%	36	25	21	0.2%	12	9	24	0.2%	15	9	20	0.1%	10	10
Asian	2,234	17.4%	1,183	1,051	2,386	17.2%	1,315	1,071	2,475	17.7%	1,345	1,130	2,499	18.1%	1,323	1,176
Hispanic/Latino	463	3.6%	246	217	718	5.2%	347	371	770	5.5%	386	384	780	5.6%	392	388
White	6,685	51.9%	3,641	3,044	6,488	46.6%	3,678	2,810	6,336	45.3%	3,584	2,752	6,171	44.6%	3,544	2,627
Native Hawaiian or other Pacific Islander*	86	0.7%	25	61	23	0.2%	6	17	29	0.2%	12	17	27	0.2%	12	15
Two or more races	-	0.0%	-	-	447	3.2%	215	232	450	3.2%	218	232	470	3.4%	247	223
Did Not Self Identify	435	3.4%	212	223	720	5.2%	410	310	659	4.7%	413	246	593	4.3%	366	227
International	904	7.0%	505	399	988	7.1%	543	445	1,055	7.5%	593	462	1,042	7.5%	588	454
TOTAL	12,870		6,733	6,137	13,908		7,490	6,418	13,979		7,577	6,402	13,839		7,517	6,322

<div align="center">TABLE 6: FACULTY</div>

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	54	5.3%	24	30	59	6.2%	29	30	62	6.4%	30	32	69	6.8%	33	36
American Indian or Alaska Native	3	0.3%	1	2	2	0.2%	1	1	1	0.1%	-	1	2	0.2%	1	1
Asian	132	13.0%	87	45	111	11.6%	64	47	123	12.7%	67	56	130	12.7%	68	62
Hispanic/Latino	12	1.2%	5	7	22	2.3%	8	14	23	2.4%	7	16	23	2.3%	7	16
White	710	69.8%	430	280	699	73.3%	401	298	712	73.6%	397	315	732	71.8%	414	318
Native Hawaiian or other Pacific Islander*	-	0.0%			7	0.7%	5	2	-	0.0%	-	-	-	0.0%		
Two or more races	-	0.0%			1	0.1%	-	1	1	0.1%	-	1	7	0.7%	4	3
Did Not Self Identify	-	0.0%			-	0.0%			3	0.3%	1	2	-	0.0%		
International	106	10.4%	73	33	53	5.6%	33	20	43	4.4%	29	14	57	5.6%	33	24
TOTAL	1,017		620	397	954		541	413	968		531	437	1,020		560	460

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	19	5.0%	10	9	23	6.0%	14	9	27	6.9%	14	13	26	6.5%	13	13
American Indian or Alaska Native	-	0.0%			1	0.3%	1		-	0.0%	-	-	-	0.0%		
Asian	50	13.1%	31	19	58	15.1%	34	24	68	17.4%	38	30	67	16.8%	38	29
Hispanic/Latino	7	1.8%	3	4	12	3.1%	5	7	12	3.1%	5	7	13	3.3%	5	8
White	282	74.0%	177	105	278	72.4%	173	105	273	70.0%	166	107	279	69.8%	169	110
Native Hawaiian or other Pacific Islander*	-	0.0%			2	0.5%	1	1	-	0.0%	-	-	-	0.0%		
Two or more races	-	0.0%			1	0.3%		1	1	0.3%	-	1	2	0.5%		2
Did Not Self Identify	-	0.0%			-	0.0%			-	0.0%			-	0.0%		
International	23	6.0%	14	9	9	2.3%	5	4	9	2.3%	7	2	13	3.3%	8	5
TOTAL	381		235	146	384		233	151	390		230	160	400		233	167

NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	35	5.5%	14	21	36	6.3%	15	21	35	6.1%	16	19	43	6.9%	20	23
American Indian or Alaska Native	3	0.5%	1	2	1	0.2%	-	1	1	0.2%	-	1	2	0.3%	1	1
Asian	82	12.9%	56	26	53	9.3%	30	23	55	9.5%	29	26	63	10.2%	30	33
Hispanic/Latino	5	0.8%	2	3	10	1.8%	3	7	11	1.9%	2	9	10	1.6%	2	8
White	428	67.3%	253	175	421	73.9%	228	193	439	76.0%	231	208	453	73.1%	245	208
Native Hawaiian or other Pacific Islander*	-	0.0%			5	0.9%	4	1	-	0.0%	-	-	-	0.0%		
Two or more races	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	5	0.8%	4	1
Did Not Self Identify	-	0.0%			-	0.0%			3	0.5%	1	2	-	0.0%		
International	83	13.1%	59	24	44	7.7%	28	16	34	5.9%	22	12	44	7.1%	25	19
TOTAL	636		385	251	570		308	262	578		301	277	620		327	293

TABLE 7: STAFF

STAFF (excluding grad asst)	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	23.2%	81	195	270	21.6%	73	197	277	21.5%	75	202	282	21.9%	77	205
American Indian or Alaska Native	5	0.4%	2	3	2	0.2%	1	1	1	0.1%	1		1	0.1%	1	
Asian	39	3.3%	17	22	43	3.4%	16	27	45	3.5%	15	30	46	3.6%	16	30
Hispanic/Latino	18	1.5%	10	8	30	2.4%	13	17	30	2.3%	14	16	27	2.1%	13	14
White	848	71.4%	350	498	887	71.1%	372	515	921	71.5%	383	538	912	70.8%	380	532
Native Hawaiian or other Pacific Islander*	-	0.0%			7	0.6%	2	5	8	0.6%	4	4	5	0.4%	2	3
Two or more races	-	0.0%			5	0.4%	2	3	5	0.4%	2	3	10	0.8%	3	7
Did Not Self Identify	-	0.0%			1	0.1%	1	-	1	0.1%		1	1	0.1%	1	
International	2	0.2%	1	1	3	0.2%	2	1	1	0.1%	1		4	0.3%	2	2
TOTAL	1,188		461	727	1,248		482	766	1,289		495	794	1,288		495	793

* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category

Two or More Races category available beginning in Fall 2010 reports

SOURCES: DW.Employees and ReportFactStudentTerm.

Prepared by UMBC OIR, December 2015