



2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

For the 2016-2017 Programs of Cultural Diversity Report, institutions should submit a report by completing each one of the sections in this template.

Section I:

1. **Institutional Plan:** Each institution should provide a summary narrative of its *Institutional Plan* to improve cultural diversity as required by Education §11-406, that includes a list of major *Institutional Goals*. *Institutional Goals* should address the following guidelines:
 - Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
 - Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.
 - Efforts and process for the reporting of hate-based crimes consistent with federal requirements.

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.

The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership. UMB specifically lists “Diversity” as one of its seven core values¹. 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, 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 2016 progress report highlights some of the activities that have occurred and others for which planning has begun. With the expiration of the 2011-2016 UMB Strategic Plan³ on July 1, 2016, UMB is transitioning to the 2017-2021 strategic planning process⁴. The newest themes have been identified and the fourth theme of the Strategic Plan, Inclusive Excellence, will provide the framework for UMB’s institutional plan to improve cultural diversity. Furthermore, the theme of Inclusive Excellence aims to address the strategic objective to foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals. Additionally, the following strategic outcomes have been identified:

1. Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers.
2. Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead.
3. Access to a comprehensive support network at UMB that is responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students.
4. An inclusive environment that embraces, celebrates, and promotes UMB’s diversity.

¹ <https://www.umaryland.edu/president/core-values/>

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

³ <http://www.umaryland.edu/about-umb/strategic-plan/2011-2016-strategic-plan/>

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

As part of the Strategic Plan implementation process, the academic and administrative units of UMB have been charged with the creation of Strategic Goals to support the Strategic Outcomes outlined above. The creation of these Strategic Goals and the associated metrics is currently underway.

While the Strategic Planning process has been underway the Diversity Advisory Council has taken an active role in supporting the core value of diversity. During this reporting cycle they have been responsible for the following:

- Hiring a diversity and inclusion distinguished fellow to develop and operationalize initiatives promoted by the Diversity Advisory Council
- Administering a University-wide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives
- Establishing a speakers series to assist in bringing notable speakers to address cultural diversity
- Creating various sub-committees to address voids related to resources, education, training and event communication
- Establishing a stronger web presence and serving as a repository for events, programs, and trainings with the goal of improving cultural diversity

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, the National Black Pre-Law Conference, LatinoJustice(PRLDEF), National Association of Medical Minority Educators, CURE Scholars, 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 SNDA (Student National Dental Association) has assisted in forming an undergraduate chapter, known as USNDA, at UMCP, Salisbury, and Johns Hopkins. These chapters are fairly new having been established only four years ago with the goal of promoting the profession of dentistry to underrepresented communities by empowering undergraduate students to participate in community service activities that introduce younger students to the field of dentistry.

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 Plan⁵ that assists leaders in developing a representative workforce. The Affirmative Action Plan focuses on our efforts

⁵ Affirmative Action Report <https://www.umaryland.edu/oac/areas-of-responsibility/eoo-and-affirmative-action/affirmative-action/>

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.

2. **Implementation:** Each *Institutional Goal* will be reported in a Table designed for each goal. No additional narrative needed. Each Goal should stipulate strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas when continuous improvement is needed for closing the loop. For purposes of illustration, we will assume that the institution has three Institutional Goals for its diversity program that are aligned with the three guidelines outlined in #1. above.

- **Table 1: Reporting of Institutional Goal 1**

<p>Goal 1: Goal Statement addressing efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Timeline for meeting goal within the diversity plan.</p>			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<p>1 Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers.</p> <p>1.1 This Creation of a Career Development Manager position charged with providing current staff with career counseling to enable them to advance at the university.</p> <p>1.2 Creation of a community referral program aimed at ensuring interviews for community members who meet the minimum qualifications for UMB positions</p> <p>1.3 The School of Nursing offers staff/faculty professional development programs every fifth Monday</p> <p>2 Access to a comprehensive support network at UMB that is</p>	<p>1.1 Number of interviews granted to community members who meet the minimum qualifications</p> <p>1.2 Number of interviews granted to community members who meet the minimum qualifications</p> <p>1.3 Number of programs; Number of participants</p>	<p>1.1 Year one of implementation – no data to report</p> <p>1.2 Year one of implementation – no data to report</p> <p>1.3 Two (2) sessions; 167 participants</p>	<p>1.1 Needs assessment of program participants and identification of any barriers that may impact promotion/advancement</p> <p>1.2 Needs assessment of program participants and identification of any barriers that may impact meeting qualifications</p> <p>1.3 n/a</p>

<p>responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students.</p> <p>2.1 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)</p> <p>2.2 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 ongoing commitment to improving our programming and school climate and impact as well as faculty recruitment.</p> <p>2.3 The School of Dentistry offers cultural competence lecture to students</p> <p>2.4 The School of Dentistry monitors the number of received applications from traditionally underrepresented groups</p> <p>2.5 The Cary School of Law is dedicated to outreach to racially and ethnically diverse students from the target audience of LSAC’s DiscoverLaw.org campaign⁶</p> <p>2.6 Commitment to diversity of perspectives - shaped by economic or cultural background, by race, by gender, by sexual orientation, by disability and by philosophical outlook</p>	<p>2.1 Demographics on current employees</p> <p>2.2 Number of accomplishments (programs, initiatives, climate survey, number of faculty recruited)</p> <p>2.3 Number of participants</p> <p>2.4 Number of applicants compared to nation pool of applicants</p> <p>2.5 Ranking on Top 10 Diversity Matters Award</p> <p>2.6 Admissions data</p>	<p>2.1 Racial/ethnic make-up of tenure track faculty (TTF) has remained relatively steady (6.25% increase Asian TTF; Racial/ethnic make-up of Non-tenure track faculty (NTF) experienced increases in some areas (African American/Black – 5% increase; Hispanic/Latino NTF increased by 12.5%; NTF who indicated two or more races increased my 13%); Racial/ethnic make-up of staff experienced increases (African American/Black 33.21% compared to 31.76%, Asian 9.26% compared to 8.9%, two or more races 1% compared to .77%, Hispanic/Latino stayed at 2.11%)</p> <p>2.2 The School of Social Work currently uses an infusion model which requires that all courses include a diversity/cultural component</p> <p>2.3 134 students have participated this year</p> <p>2.4 Significant percentage of national pool applies to UMB School of Dentistry (African American/Black 32%, Hispanic/Latino 21%, and American Indian 38%)</p> <p>2.5 Ranked 8th (compared to all law schools in the country)</p>	<p>2.1 Racial/ethnic make-up of tenure track faculty (TTF) has remained relatively steady; however, African American/Black TTF experienced a 10% decrease compared to 2.5% decrease in White TTF; 6.25% increase Asian TTF; Racial/ethnic decreases in NTF (American Indian/Alaska Native decreased from 3 to 1 NTF; Asian NTF decreased by 2%; white NTF still makeup 65% of the NTF population and experienced a 2.5% increase); Racial/ethnic make-up of staff experienced decreases (American Indian Alaska Native .14% compared to .21%, Hispanic/Latino % compared to 8.9%, two or more races 1% compared to .77%)</p> <p>2.2 n/a</p> <p>2.3 Offer lecture in other schools</p> <p>2.4 a deeper analysis into the number of students that complete applications, the number of students that receive offers, and ultimately the number of students that matriculate</p>
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⁶ LSAC’s DiscoverLaw.org campaign <http://www.discoverlaw.org/about-discoverlaw.asp>

		2.6 1/3 rd of entering class is comprised of traditionally underrepresented minority groups	2.5 n/a 2.6 n/a
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• **Table 2: Reporting of Institutional Goal 2**

Goal 2: Goal Statement addressing efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<p>3 Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead.</p> <p>3.1 Issued the first campus climate survey to faculty and staff which examined climate by using an Inclusiveness Index.</p> <p>3.2 Issued the first campus climate survey to students which examined climate by using an Inclusiveness Index.</p> <p>3.3 Formation of a Community of Practice work group aimed at identifying all of the individuals on campus currently facilitating trainings related to diversity, cultural competence and inclusion.</p> <p>3.4 Reinventing the Safe Space training programs by inviting students, faculty and staff to participate in the train-the-trainer program thus allowing them to serve as facilitators for the initiative.</p> <p>3.5 Continuation of the President’s Student Leadership Institute Cultural Competence track (co-curricular program for students)</p> <p>3.6 Launching of the Diversity Advisory Council’s Speaker’s Series</p>	<p>3.1 UMB faculty/staff Inclusiveness rating</p> <p>3.2 UMB student Inclusiveness rating</p> <p>3.3 The sharing and cross-training of various evidence-based approaches to teaching diversity, inclusion and cultural competence</p> <p>3.4 Number of Safe Space trainers trained; Number of programs offered</p> <p>3.5 Number of students enrolled in this track</p> <p>3.6 Number of sessions speakers series hosted; build list of speakers</p> <p>3.7 Creation of website</p>	<p>3.1 Year one of implementation – no comparative data to report; Campus employee resource groups are beginning to form with the intention of communicating their shared experience with University administration to promote a greatly understanding of the perspectives of minority groups.</p> <p>3.2 Year one of implementation – no comparative data to report; affinity/resource student organizations continue to be very active on campus</p>	<p>3.1 Finalization of communications strategy; Conduct qualitative interviews to gain a better understanding of high and low feelings of staff/faculty inclusiveness.</p> <p>3.2 Finalization of communications strategy; Conduct qualitative interviews to gain a better understanding of high and low feelings of student inclusiveness.</p>

<p>3.7 Creating a central website for all diversity, cultural competence and inclusion trainings, programs, and events⁷</p> <p>3.8 Continued offering of American Sign Language program through centralized student affairs</p> <p>3.9 Continued offering of Poverty simulation through centralized student affairs</p> <p>3.10 Creation of university-wide Ombudsperson position to assist employees and departments with conflict management and creating safe spaces on campus</p> <p>3.11 The School of Social Work has a faculty and staff Anti-Oppression committees</p> <p>3.12 The School of Social Work offers Anti-Oppression and anti-racism workshops</p> <p>3.13 School of Social Work created a SSW Responds webpage to provide updates and resources related to current events and policies⁸</p> <p>3.14 Human Resources introduces Diversity 101 training</p> <p>3.15 The School of Medicine offers a Social Justice track for MD students</p> <p>3.16 The School of Medicine offers Medical Spanish course</p>	<p>3.8 Number of classes offered; number of participants per AY</p> <p>3.9 Number of simulations offered; number of participants per AY</p> <p>3.10 Creation and filling of position</p> <p>3.11 Creation of committees</p> <p>3.12 Number of workshops offered; number of participants</p> <p>3.13 Click through rates/website usage analytics</p> <p>3.14 Number of occurrences; number of participants</p> <p>3.15 Number of students accepted into the track</p> <p>3.16 Number of students enrolled</p>	<p>3.3 Year one of implementation – no comparative data to report</p> <p>3.4 10 Safe Space sessions were offered (compared to 2 sessions in AY2016; 20 new trainers were trained (compared to 0 new trainers)</p> <p>3.5 25 students are enrolled, compared to 22 in AY2016</p> <p>3.6 1 session in the series was offered, year one of implementation so no comparative data is available; DAC has compiled a list of potential speakers</p> <p>3.7 Successful creation of website; diversity, inclusion and cultural competence calendar events are coded to be pulled to this webpage</p> <p>3.8 2 sessions offered compared to 1 in AY2016; 21 participants compared to 15 in AY2016</p> <p>3.9 There were 5 simulations offered compared to 4 sessions offered; 393 participants compared to 281 in AY2016</p> <p>3.10 Position was created and filled</p> <p>3.11 The committees have been created and meet regularly</p> <p>3.12 One (1) workshop was offered; 45 participants</p>	<p>3.3 Communication of the various existing trainings across campus</p> <p>3.4 n/a</p> <p>3.5 Partner with schools to increase participants from various disciplines</p> <p>3.6 Continue to build upon the list of potential speakers</p> <p>3.7 n/a</p> <p>3.8 n/a</p> <p>3.9 n/a</p> <p>3.10 n/a</p> <p>3.11 Determine if there is a way to expand for entire campus</p> <p>3.12 Hold the 2.5 day workshop on a weekend so more staff, faculty, and students can attend or brand as general professional development similar to any professional organization conference so students, faculty, and staff are encouraged to attend during the workweek</p> <p>3.13 Issue a communications plan to inform</p>
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⁷ Diversity Advisory Council event's website <https://www.umaryland.edu/diversity/>

⁸ SSW Responds webpage <https://communications64.wixsite.com/mysite/current-issues>

<p>4 An inclusive environment that embraces, celebrates, and promotes UMB's diversity.</p> <p>4.1 Continuation of the Diversity Celebrations through Student Affairs</p> <p>4.2 Continuation of the University's MLK/Diversity Awards</p> <p>4.3 Creation of dean for diversity and inclusion in the Schools of Law, Medicine, and Nursing</p> <p>4.4 Creation of diversity and inclusion position in centralized Student Affairs</p> <p>4.5 Creation of new and further marketing of existing all-gender restrooms and locker rooms⁹</p> <p>4.6 The School of Nursing launches a diversity book club</p>	<p>4.1 Number of events under this initiative and number of total attendees</p> <p>4.2 Number of awards distributed</p> <p>4.3 Creation of and continued existence of diversity & inclusion positions in the Schools of Law, Medicine, & Nursing</p> <p>4.4 Creation of and continued existence of diversity & inclusion position in centralized Student Affairs</p> <p>4.5 Number of all gender restrooms and locker rooms; online list with locations; communication of</p>	<p>(which is the capacity for the workshop)</p> <p>3.13 Year one of implementation – no comparative data to report</p> <p>3.14 One (1) occurrence; 20 participants</p> <p>3.15 Fifteen (15) students accepted – that is the capacity</p> <p>3.16 Number of accepted students has remained consistent</p> <p>4.1 63 Events; 1,062 attendees from July 1, 2016 – March 31, 2017; Number of programs increased by 19% from AY2016; Number of attendees increased by 17% since AY2016</p> <p>4.2 Number of recipients has remained consistent</p> <p>4.3 Positions filled in the Schools of Law, Medicine, & Nursing</p> <p>4.4 Position filled in centralized student affairs</p> <p>4.5 Additional all gender restrooms were opened; School of Nursing hosted a grand opening event for their new all gender restroom – 50 people attended; list of all gender restrooms is available online; on 2/24/17 a letter</p>	<p>students, faculty and staff of resources available on the website; replicate website for University use</p> <p>3.14 n/a</p> <p>3.15 Explore the capacity of this track=</p> <p>3.16 n/a</p> <p>4.1 Continue to offer programs based on expressed need of students, faculty and staff; refer to campus climate survey results to determined identified areas of improvement</p> <p>4.2 n/a</p> <p>4.3 n/a</p> <p>4.4 n/a</p> <p>4.5 Create an interactive online map of the campus that includes information about all gender restrooms and locker rooms, create a de-stigmatization campaign around all gender facilities;</p>
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⁹ All Gender Restrooms <https://www.umaryland.edu/diversity/resources/all-gender-bathrooms/>

	university's stance on upholding right to use restroom matching one's gender identity or all gender restroom 4.6 Number of members	was sent to all students regarding the UMB's support of the right to use restrooms and locker rooms that align with one's gender identity 4.6 Twenty (20) members	standardize the visual labeling of all gender restrooms 4.6 Consider expanding university-wide
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- **Table 3: Reporting of Institutional Goal 3**

Goal 3: Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
1.1 All hate-based crimes are reported through UMB's Police Force. In 2015, there were no reported incidents.	1.1 Number of hate crimes reported	1.1 No hate crimes reported	1.1 n/a

Section II

This section is dedicated for institutional demographic data, and will remain as it is in the current template. Data will be provided in three separate tables (Tables 4-6) for student, faculty, and staff demographic data, respectively. If needed, and to comply with length limitations, these Tables will be provided as an Appendix to the report.

Appendix A

Table 4: Student Demographic Information

Students by Race and Gender

Year	Race	Total	Pct	Gender		
				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
		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
2016	Undergraduate	African American/Black	166	18.3%	139	27
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	136	15.0%	115	21
		Hispanic/Latino	53	5.9%	48	5
		International	18	2.0%	15	3
		Not Reported	12	1.3%	8	4
		Two or More Races	32	3.5%	26	6
		White	487	53.8%	425	62
			905		776	129
	Graduate	African American/Black	950	17.0%	733	217
		American Indian/Alaska Native	8	0.1%	7	1
		Asian	897	16.1%	599	298
		Hispanic/Latino	347	6.2%	250	97
		International	268	4.8%	171	97
		Not Reported	88	1.6%	60	28
		Other Pacific Islander	3	0.1%	1	2
		Two or More Races	172	3.1%	122	50
		White	2844	51.0%	1923	921
			5577		3866	1711
	Total		6482		4642	1840

Appendix B

Table 5: Faculty Demographic Information

Employees by Employee Type, Race, and Gender

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

	American Indian/Alaska Native	2	0.36%	1	1
	Asian	82	14.64%	17	65
	Hispanic/Latino	12	2.14%	4	8
	Not Reported	1	0.18%	1	.
	White	432	77.14%	135	297
		560		171	389
<hr/>					
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
<hr/>					
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
<hr/>					
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
<hr/>					
2016	African American/Black	27	5.23%	13	14
	American Indian/Alaska Native	3	0.58%	1	2
	Asian	86	16.67%	18	68

Hispanic/Latino	9	1.74%	2	7
Not Reported	1	0.19%	.	1
White	390	75.58%	133	257
	516		167	349

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
Non-Tenure Track*	2009	African American	204	9.16%	130	74
		Asian/Pacific Islander	439	19.70%	191	248
		Hispanic	70	3.14%	46	24
		Native American	7	0.31%	4	3
		Not Reported	41	1.84%	15	26
		White	1467	65.84%	791	676
			2228		1177	1051
	2010	African American/Black	209	8.84%	134	75
		American Indian/Alaska Native	5	0.21%	3	2
		Asian	521	22.04%	231	290
		Hispanic/Latino	67	2.83%	37	30
		Not Reported	33	1.40%	12	21
		Other Pacific Islander	6	0.25%	2	4
		Two or More Races	6	0.25%	4	2
		White	1517	64.17%	830	687
	2364		1253	1111		
	2011	African American/Black	220	8.87%	147	73
		American Indian/Alaska Native	4	0.16%	3	1
		Asian	544	21.94%	257	287
		Hispanic/Latino	58	2.34%	31	27
		Not Reported	36	1.45%	14	22
		Other Pacific Islander	6	0.24%	4	2

	Two or More Races	5	0.20%	4	1
	White	1606	64.78%	896	710
		2479		1356	1123
<hr/>					
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
<hr/>					
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
<hr/>					
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
<hr/>					
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
		<hr/>		2518	1399 1119
2016	African American/Black	264	10.29%	185	79
	American Indian/Alaska Native	1	0.04%	1	.
	Asian	541	21.08%	257	284
	Hispanic/Latino	62	2.42%	35	27
	Other Pacific Islander	3	0.12%	3	.
	Two or More Races	18	0.70%	10	8
	White	1677	65.35%	973	704
		<hr/>		2566	1464 1102

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

Appendix C

Table 6: Staff Demographic Information

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
Staff	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
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
		<u>3625</u>		<u>2423</u>	<u>1202</u>
<hr/>					
2016	African American/Black	1226	33.21%	848	378
	American Indian/Alaska Native	5	0.14%	2	3
	Asian	342	9.26%	217	125
	Hispanic/Latino	78	2.11%	53	25
	Not Reported	1	0.03%	.	1
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	37	1.00%	29	8
	White	2001	54.20%	1328	673
		<u>3692</u>		<u>2479</u>	<u>1213</u>