

2016 - 17 Annual Institutional Report on Programs of Cultural Diversity - UMBC - April 3, 2017

Table 1

USM Guideline 1: Goal Statement addressing efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

UMBC Goal 1 (from 2009 Diversity Plan):

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

UMBC Goal 4 (from 2009 Diversity Plan):

To encourage and support individual development and advancement

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>Enrollment Management - 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 associate degree and transferring to UMBC to complete the baccalaureate degree.</p>	<p>Number of applicants to program Number of applicants accepted to program Number of program participants receiving scholarships Number of students attending reception</p>	<p>Number of Applicants to TSA Program: Spring 2016: 230 Spring 2017: 138 Number of TSA Applicants Accepted to TSA Program: Spring 2016: 160 Spring 2017: 83 TSA Program Participants Receiving TSA Scholarship: Spring 2016: 25 Spring 2017: 10 Number of TSA Program Participants attending TSA Reception: Spring 2016: 61 students and their families</p>	<p>Expansion of program to other Maryland community colleges</p>
<p>Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.</p>	<p>*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC</p>	<p>Attendance for the Spring 2016 event: 42 students ; 115 total guests</p>	<p>Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.</p>
<p>Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.</p>	<p>*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC</p>	<p>Attendance for the Spring 2016 event: 78 students; 230 total guests</p>	
<p>UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George's County.</p>	<p>Number of eligible students from each school district offered an award. Number of awardees who ultimately enroll.</p>	<p>For Fall 2016, 2 students in PG and 2 students in Baltimore City qualified for the prestigious CEO/ Superintendent award. In addition to the CEO/Superintendent awards, 59 admitted freshmen from PG and 61 from Baltimore City were offered other merit awards from UMBC ranging \$ 4-15,000 each of four years of study. Of these, 15 students from PG enrolled and 22 students from Baltimore City enrolled.</p>	<p>Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.</p>
<p>UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with under-represented populations (ethnic and socio-economic) including Baltimore City and other urban districts.</p>	<p>Number of students who identify UMBC as a school of interest. Number of students identifying UMBC as a school of interest that apply to UMBC, Number of students identifying UMBC as a school of interest that are admitted to UMBC Number of students identifying UMBC as a school of interest who were awarded merit scholarships.</p>	<p>For Fall 2016 entering class, 2,231 students indicated UMBC as a potential school of interest. Of those, 704 applied for admission, 560 were accepted and 200 were offered a scholarship.</p>	<p>Deepen the analysis to identify groups which make up these pools of students to identify how many under-represented students are accessing the tool and are ultimately admitted to UMBC.</p>

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Reverse Awarding of the Associates Degree: For community college transfer students who matriculated at UMBC prior to earning the associate degree.	Number of students who expressed interest in the reverse awarding of the associates degree initiative. Number of students subsequently awarded an associate's degree through the reverse awarding of the associates degree initiative.	Since January 2016, 227 students have requested consideration for the reverse AA degree. Of these, 29 have been awarded a reverse AA degrees by partnering community colleges. Of the 29, 17 have also earned degrees at UMBC and 7 are still active students. The remaining 198 students currently have transcripts under review at their community college.	Additional follow up with partnering community colleges may be necessary to ensure that students are being reviewed and transcripts indicating AA degrees have been awarded are being returned to UMBC in a timely fashion.
Baltimore County Collegiate Alliance Partnership (CAP): For academically "in the middle" students enrolled in Baltimore County public schools with low college enrollment.	Number of students attending the inaugural Collegiate Alliance Partnership (CAP) Visit Day program. Assessment of students' familiarity with and understanding of related topics at the conclusion of the event.	106 students from Dundalk High School attended the inaugural event at UMBC. Assessment data still being tabulated.	Expansion of program to increase number of students from Baltimore County Public Schools attending.
Financial Aid Outreach with Building Steps which serves first generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM fields	Number of workshop attendees Number of workshop attendees completing the FAFSA during the workshop.	The most recent workshop was held in October 2016 for the 2017-18 application year. Thirty-four (34) students and their families attended the event. All thirty-four (34) students successfully completed and submitted the FAFSA.	The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.
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.	Number of high schools served through the program each year. Number of students and families served through the program each year.	For calendar year 2016, the office provided more than 12 separate financial aid events which included presentations as well as FAFSA completion at area high schools. Numbers of students and families served not yet available.	The OFAS will continue to make itself available to high schools and support programs to provide valuable support for financial aid education and FAFSA completions.
Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE	Offer five focused conversations: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Recognizing and Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, and, 5) Fostering Inclusive Department Climates. Provide targeted consultations about best practices.	STRIDE has offered four focused conversations and developed the fifth. STRIDE also provided an additional focused conversation for Human Resources that was open to staff and students. STRIDE has provided targeted consultations with nine campus departments and met with the Latino/Hispanic Faculty Association, Women in Science and Engineering, LGBTQ Faculty Staff Association, and Asian American Faculty Council.	Expand activities into the College of Engineering and Information Technology. STRIDE also needs to schedule behind closed doors meetings with the Black Faculty Committee and Women's Faculty Network. Meet bi-weekly to plan, read literature, and incorporate feedback from our faculty peers into our work.
UMBC Recruitment Video	Development of short recruitment video featuring unscripted voices of recently hired UMBC faculty answering the question, "Why did you choose UMBC."	A pilot form of the video was completed in October 2016 and aired at the 2016 Southern Regional Education Board conference, the largest gathering of minority doctoral students in the country.	Following feedback from the UMBC community, a final version of the video will include a message from the President of UMBC's Faculty Senate and one additional faculty voice.
Postdoctoral Fellowship for Faculty Diversity	Successful conversions of former postdocs into tenure track positions. Recruitment of diverse and large pool of applicants for Cohort IV 2017-2019. More department participation in the recruitment process. Expansion of fellowship offers from 2-3 to 6-8. Representation of the arts and the College of Engineering and Information Technology in the fellowship.	All three fellows from Cohort III (2015-2017) were converted to tenure-track Assistant Professors at UMBC. Four of the eight fellows since the program's inception in 2011 have been converted to tenure-track assistant professors at UMBC. Received 255 applications for Cohort IV compared with 61 from Cohort III, due to increased department participation in recruitment. Nine offers were made in March 2017. Two semi-finalists were from the arts and one in the College of Engineering and Information Technology.	Continuously monitoring the on-boarding of new postdocs, and assessing their research, teaching, and professional development progress through the Mentor and Mentee semester reporting mechanism. Evaluating the application and interview process from Cohort IV to make necessary changes for the next cohort.

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Pilot of CNMS Natural Sciences Pre-professoriate fellowship	Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.	As of February 2017, the recruitment process is underway for both positions.	Continuously monitor diversity of applicant pool and efforts by departmental faculty to recruit candidates for both positions. Monitor on-boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress.
Outreach Activities	Increase UMBC's presence at the Southern Regional Education Board conference.	In October 2016, UMBC sent a delegation of 7 faculty to SREB to recruit for our faculty openings and to interview on-site.	Ensure that UMBC's presence and activities have greatest impact at SREB. Make connections with attendees prior to conference and provide funding for informal information coffee meetings.
Graduate School - Recruitment: Summer Horizons Program, at UMBC – co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland's AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP, which partially supports the Meyerhoff Scholars Program at UMBC); and the Meyerhoff Graduate Fellows Program.	We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered. Questions on the assessments are designed to see if we are meeting needs of URM undergraduates with respect to increasing their preparation for graduate school.	Underrepresented Minority Students = 80% (not including those who identified within the broad category of "Asian-American/Pacific Islander") 82% of the participants had not had information on preparing for graduate school prior to attending the Summer Horizons program. 64% did not know that there were funding opportunities available through NASA.	We want to be sure that we are reaching all underrepresented undergraduate students. Most participants (88%) learned about the program through their summer research/internship programs, faculty, or university staff members
Recruitment: The USM LSAMP will work with the community colleges to have workshops on their campuses to recruit diverse students.	This program is new, and part of a 5-year grant.	It is too early for data on this program	Assess where improvements are needed.
Participate in recruiting and training activities developed by National GEM Consortium, National Society of Black Engineers, Society for Hispanic Professional Engineers, and Society for the Advancement of Chicanos and Native American Scientists.	Funding from PROMISE grant has moved away from recruitment, and has been allocated to support retention efforts and transitions to careers.	We were able to connect with 50-100 undergraduate students per event. When funding becomes available again, we will be able to connect with more students. In 2016, 16 students who applied for the GEM Fellowship also applied to UMBC for graduate school.	We hope to be able to reinvigorate our recruitment agenda soon. We are working from our established reputation within sectors such as LSAMP, universities in Puerto Rico, and GEM.
Meyerhoff Graduate Fellows Program - Increase participation of underrepresented (UR) graduate students at UMBC. URs comprise 13% of the PhD students enrolled in IMSD (Initiative for Maximizing Student Development) STEM affiliated graduate programs at UMBC. Aiming for growth until participation levels more closely match national population averages (> 35%).	In our recent NIH renewal of our IMSD program, we were awarded an additional 3 slots (a total of 18 positions per year to support incoming UR graduate students.	A total of 90 IMSD Fellows have completed their PhD degrees since the first IMSD graduate in 2001	
Maintain retention rates. The IMSD retention rate is 90% in the current funding period; 87% over the past 10 years (2005-2015) and 81% since inception (1997-2015). Retention has increased even as the program has grown in size. Continue to strive for the +90% target.		A total of 90 IMSD Fellows have completed their PhD degrees since the first IMSD graduate in 2001.	
Improve competitiveness and confidence of IMSD Fellows for academic and leadership positions. 80% of 87 currently enrolled IMSD fellows, and 58% of 78 IMSD graduates, plan to seek academic careers. New activities to better prepare IMSD students to include: publishing workshops to help boost publication records; development of Independent Development Plans (IDPs) to improve IMSD-level mentorship; require all 2nd and 3rd year students to draft and submit federal pre-doctoral grants; expand inter-institutional Speaker Exchange Program; and establish 3-tier summer program focused on needs of incoming, mid-level, and senior Fellows.	Students are surveyed annually and at end of Summer Bridge Program. We plan to work to support and develop the next generation of scientists who will serve as catalysts and leaders in the biomedical and behavioral workforce.	Data from our last NIH IMSD renewal, former students currently in postdoc/residence positions plan to apply for tenure-track academic positions. Although a good proportion of former IMSD Fellow graduates entered academic positions, a major future emphasis will be to better prepare students to be competitive for, and confident in pursuing, tenure-track positions at research intensive universities. 17 former IMSD graduates (22% of the total) currently hold government science positions, 22 (28%) hold science industry positions, 2 (3%) are teaching in K-12, 1 is	

		working in a non-research related position and 2 are pursuing STEM employment (3%),	
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Human Resources -Purchase of HR Recruitment solution (PageUp) for online applicant tracking	Comparison of manual data tracking via regular mail vs delivered online tracking of applicant EEO/AA demographic data	Upon implementation (Spring, 2017) data reporting for tracking of race/ethnicity of staff applicant pool with on-going monitoring of diverse candidate interview pool	
Coordination of effort with Office of the Provost on recruitment interface with Interfolio Recruitment solution (for faculty recruitment) and PageUp	Comparison of race/ethnicity of final faculty applicants interviewed vs system data on race/ethnicity of entire faculty applicant pool.	Data reporting for tracking of race/ethnicity of entire faculty applicant pool with on-going monitoring of diverse candidate interview pool	HR coordination of effort with Provost Office for faculty search committees
Expand/Enhance advertising venues	Capture analytics from advertising source to determine if attracting diverse applicant pool	Ensure attraction of diverse faculty/staff workforce.	Increased funding toward advertising in more diverse publications
HR Outreach to campus search committees	Data reporting and monitoring on diversity of search committee and in-person charge to campus search committees regarding diverse candidate pools	Ensure members of search committees are aware of campus mission of recruitment diversity	Mandatory participation requirement
HR Website Update	Update various components of HR website to enhance/promote message of diversity/inclusion	Google analytics to track number of visits to HR diversity pages	Enhance HR website to more prominently display diversity and inclusion message
HR New Employee Orientation (NEO)	Capture acknowledgement via attendee sign-off	Use of NEO survey data to gauge acknowledgement/receipt of diversity/inclusion resources	
Student Affairs -Creation and implementation of Hiring and Retention Subcommittee in Athletics	Review of subcommittee’s progress after each academic year - search and selection criteria	Hiring satisfaction for underrepresented groups	Continue to monitor hiring of coaches and members of leadership team as turnover occurs and create mentoring and support networks for new hires.
Creation and implementation of Transgender Support Policy and Subcommittee in Athletics	Compliance with NCAA guidelines and policies regarding transgender student-athletes.	Recurring review and compliance with NCAA guidelines.	After formal adoption of Transgender Support Policy, monitor implementation.
Women’s Center - Returning Women Students Scholars + Affiliates Program	Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins	\$66,295 in scholarships awarded in FY17; 24 scholars + affiliates are part of program. No formal assessment. Progress is being made to access data more effectively	Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program
Women’s Center Lactation Room	Track daily usage rates; anecdotal information from parents using service	Usage: 507 visits in FY16; Over 540 visits as of February 2017 in FY17. Women’s Center received Breastfeeding Friendly Workplace Award November 2016; Updated lactation room flyers in restrooms across campus may help increase usage.	Scheduling reservations is sometimes difficult due to the usage of the room – a second room may eventually be needed to meet the needs of parents needing to use this space

Table 2

USM Guideline 2: Goal Statement addressing efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal 2 (from 2009 Diversity Plan):

To provide conditions for personal success

UMBC Goal 3 (from 2009 Diversity Plan):

To provide a culture of safety, inclusion and respect

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
Faculty Diversity and Faculty Development Center - Help instructors make their classrooms welcoming for all students	Design online resources and a workshop to help instructors make their classrooms welcoming for all students and to provide instructors with tools for handling difficult conversations around diversity issues.	In January, 2017, Faculty Development Center (FDC) added resources to webpage on teaching in diverse classroom. In February 2017 FDC offered workshop on Classroom Management Techniques to help instructors guide productive conversations around hot topics.	Continue tailoring resources and workshops based on needs of our faculty and students
Graduate School - Success Seminars, sponsored by PROMISE: Maryland’s AGEP and Graduate School, including Co-sponsored events with ADVANCE. Include open dialog to discuss issues such as unsavory lending practices toward underrepresented groups, implicit bias in the institution and in the workplace, cultural taxes, and more.	UMBC sponsored approximately 20 seminars and events in 2016-2017. All events have evaluations. Seminars include: Work-Life Balance; Stoop Stories: Let your research tell a story; How to prepare a TED-styled talk; Responsible Conduct of Research; Understanding credit scores	Data show students receive information from professional development seminars and workshops that they aren’t receiving within the departments. This fills gaps related to degree completion and career preparation.	Continue to improve opportunities for online learning, by capturing content through either webcasting, or providing additional webinars to reach largest number of students. Larger seminars attract 70-100 students, and smaller seminars attract 20-30 participants.
The Summer Success Institute, sponsored by PROMISE: Maryland’s AGEP	Three days of programming in August, including activities connected to Dissertation House. We ask questions during registration process and have evaluations for select sessions during event. 2016 SSI workshops focused on professional branding, science communication, preparation for leadership, and academic success.	In 2016, the # of participants who completed the survey was 174. 79% of those were from underrepresented groups. 80% stated that networking with professionals was most important to them. SSI invests in bringing “Mentors-in-Residence” to event – these are faculty and leaders of color who are already role models in their respective fields. In 2016, hosted several mentors-in-residence who are members of underrepresented groups, and leading universities or organization. 77% of respondents noted that networking with their peers was one of their top expectations for the SSI.	Providing professional development programming that isn’t covered by labs or other university entities is a top priority for organizers of SSI. SSI works to improve visibility of faculty of color in STEM professoriate, hopefully convincing more scholars of color to consider faculty careers. In 2016, only 13% of the respondents (N=174) said that they would not consider a career as a professor. Goal is to have all participants consider becoming a faculty member at some point within their careers. There are still issues of faculty recruitment and retention to be discussed and resolved.
Fall Harvest Dinner	Co-sponsored by UMCP to develop “Psychological Sense of Community” among graduate students of color from schools within USM. Tweeting using the hashtag: #ThinkBigDiversity. In 2016, there were 299 respondents to pre-survey.	99% of the respondents noted that the Fall Harvest Dinner provides a sense of community. 99% noted that a sense of community provides motivation for completing a degree or career goal.	UMBC will continue to work with College Park to seek funding for this event.
Use of #ThinkBigDiversity hashtag to promote diverse conversations and programming online. The #ThinkBigDiversity hashtag now has a national audience.	Particular emphasis given to Twitter and Instagram and use of “Hashtagging activism” which can extend communities of constituents, and build social capital. Conversations on Twitter are vehicles for consciousness raising activities that can build a STEM program’s brand, increase visibility of intervention, and highlight program success.		The hashtag will continue to be used, and there will be retention-based campaigns around it in summer 2017. There will also be additional examination of the analytics.

	PROMISE uses the hashtag #ThinkBigDiversity as a retention tool. Between Sept. 8, 2016 and March 22, 2017, the hashtag #ThinkBigDiversity had more than 1.8 million impressions, and a reach of 1.4 million.		
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
Human Resources - HR Professional Development Day: Leveraging Diversity, Creating Culturally Competent Work Environments (HR Diversity Learning; 4/7/2016)	Participant Survey to measure learning objectives: reflect and probe deeply to uncover their own cultural and unconscious biases; basic principles of respect and engaging in difficult conversations with individuals different from themselves; strategies to apply in the workplace and in personal life	101 attended (100 staff, 1 faculty). Of these 70 responded to survey. 44% strongly agreed they were able to uncover their own cultural and unconscious biases; 47% agreed they were able to uncover their own cultural and unconscious biases; 52% agreed, and 35% strongly agreed they learned basic principles of respect and how to engage in difficult conversations with individuals different from themselves; 35% strongly agreed and 42% agreed they could apply strategies to workplace and in personal life	Given that 15% of participants indicated they needed more assistance on how to have difficult but productive conversations, and 17% were undecided on application of strategies, additional learning opportunities should be explored and offered. Strategies to draw more faculty attendance.
Why Critical Diversity Matters in Higher Education (HR Diversity Learning Tract; 10/12/2016)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: expanded perception and appreciation of diversity in higher education, and strategies for improving community inclusion.	12 attended (9 staff, 3 faculty). Of these, 8 responded to survey: Prior Knowledge: 25% reported excellent prior knowledge, 37.5%; above average; and 37.5% average prior knowledge, skills and abilities related to objectives. Knowledge Post-session: 14.29% reported excellent; and 85.71% reported above average.	Why Critical Diversity Matters in Higher Education (HR Diversity Learning Tract; 10/12/2016)
Understanding Racial Micro-aggressions (HR Diversity Learning Tract; 11/16/2016)	Participant Survey to measure before and after knowledge skills and abilities related to learning objectives: definition of terms; examples of micro-aggressions within the UMBC community (gathered by campus climate surveys and anonymous contributions); and the experience of commission (intent vs. ignorance) and victims (primary vs. secondary).	22 attended (19 staff, 3 faculty). Of these, 16 responded to survey: Prior Knowledge: 12.5% excellent, 31.25% above average, 37.5% had average and 18.75% had below average knowledge. Knowledge Post-Session: 20% reported excellent, 46.67% reported above average and 33.33% reported average knowledge.	40% of respondents rated overall course content excellent; 53.33% above-average; and 6.67% average. Over-arching feedback was: add more concrete examples of micro-aggressions vs definitions; add strategies for handling micro-aggressions when you are recipient. Additional session planned for Spring, 2017. Strategies to draw more faculty attendance.
Recognizing and Reducing Implicit Bias in the Workplace (HR Diversity Learning Tract; 12/5/2016)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: focus on fostering diversity and inclusive excellence; share tangible steps we can implement to reduce the impact of implicit bias	15 attended (12 staff, 3 faculty). Of these, 11 responded to survey: Prior Knowledge: 9.99% excellent; 45.45% above average; 27.27% average; 9.09% below average; and 9.09% poor. Post-Session Knowledge: 20% excellent; 70% above average; 10% below average. Course Objectives Met: 40% responded excellent; 30% above average; and 30% average.	40% of respondents rated overall course content excellent; 50% above average and 10% average. Since STRIDE members are focused on faculty recruitment, HR will explore session from staff recruitment perspective; potential to use session developed by HR Recruitment Staff
Exploring the LGBTQ Identities (HR Diversity Learning Tract; 1/18/2017)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: general, broad level of understanding of LGBTQ terminology and of LGBTQ communities; and resources to promote a more inclusive environment on campus and opportunities for	20 attended (17 staff, 2 faculty). Of these 15 responded to survey: Prior Knowledge: 20% excellent; 20% above average; 40% average; and 20% below average. Post-Session Knowledge: 26.67% excellent; 26.67% above average; 33.33% average; and 13.33% below average. Course	20% of attendees rated overall course content excellent; 20% above average; 53.33% average; and 6.67% below average. Attendees recommended offering session on more frequent basis, and mandatory attendance for faculty/staff who interact with students on a daily basis.

	further development.	Objectives Met: 6.67% responded excellent; 33.33% above average; 33.33% average; and 26.67% below average	HR will explore possibility of additional sessions. Strategies to draw more faculty attendance.
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Appreciating Differences in a Changing World: A Unique Musical Experience to Strengthen CommUNITY (HR Diversity Learning Tract; 2/13/2017)	Participant survey to ascertain new perspectives, knowledge or skills attained through music and discussion with the goals being to: strengthen our community; increase and improve self-awareness, interpersonal communication, and; appreciation of differences, even if you don't agree	63 attended. Of those, 9 responded to survey: Knowledge & Skills gained: breathing exercises; exploring self and others through music; and effective listening techniques; 100% shared their appreciation for the session, presenter and music; 55.5% indicated session was perfect and met objectives.	33.3% of respondents indicated session was too long and covered too much information; 22.2% expressed disappointment at lack of attendance. 11.11% indicated session was not effective at all. HR will explore other ways to bring campus community together using creative format.
Embracing Cultural Diversity (HR Diversity Learning Tract; 2/15/2017)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: highlight the importance of sensitivity and awareness in working and interacting with UMBC members of other cultures; acknowledge multiple perspectives and ways of improving communication and daily interactions.	17 attended (17 staff, 0 faculty)..Of these, 12 responded to survey: Prior Knowledge: 8.33% rated excellent; 58.33% above average; and 33.33% average. Post-Session Knowledge: 12.50% excellent; 75% above average; 12.50% average. Course Objectives Met: 25% excellent; 62.5% above average; and 12.5% below average.	37.5% of respondents rated course content excellent; 50% rated it above average; and 12.5% rated it below average. Respondents had positive feedback regarding instructor and recommended additional sessions on topic. HR will explore additional offerings of this session. Strategies to draw more faculty attendance.
Uncovering and Working with Micro-aggressions, Session 2 (HR Diversity Learning Tract; 3/6/2017)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: Capitalize on prior knowledge of micro-aggressions; delve deeper exploring unconscious micro-aggressions we may commit against others; how to respond in the face of micro-aggressions perpetrated against us and others; and deepen their understanding and ability to be an ally.	19 attended (19 staff, 0 faculty). Of those, 5 responded to survey: Prior Knowledge: 20% rated above average; 40% average; 20% below average; and 20% poor. Post-Session Knowledge: 20% rated excellent; 40% above average; 20% average; and 20% below average. Course Objectives Met: 20% rated excellent; 40% above average; and 40% average	20% rated overall course content as excellent; and 80% rated it above average. HR will continue to offer this session with models for intervention and possible role-playing interaction among participants (based on additional feedback). Strategies to draw more faculty attendance.
HR Presence on Race, Equity, Inclusion and Justice Committee	Attendance at meetings. Update of myUMBC Group page with HR initiatives.	190 group members. 8 HR sponsored diversity events posted for 2016 and Reposted by group members to various constituent groups. Chair Scott Casper engaged as Presenter for MD CUPA HR Chapter meeting at UMBC (diversity and inclusion as topic)	
HR Presence on Campus Climate Diversity Resource Committee	Attendance at committee meetings. Highlight HR Diversity resources for campus community	7 professional development resources posted on UMBC Diversity Resource website. HR weblink provided as resource for faculty and staff. Staff Handbook link provided as resources for diversity website.	Google/website analytics to gauge campus interest in various resources (# of visits to web links)
Office of Undergraduate Education - Diversity is covered in all of the Introduction to an Honors University Seminars that many of our first-year students take.	Gather information on students' perceptions related to diversity through pre- and post-assessments. This topic area is not measured using direct assessment efforts.		
Student Affairs - INTERACT designed to equip first-year undergraduate students with the skills required to effectively communicate across cultural differences, including, but not limited to race/ethnicity, gender, and religion.	Number of total participants; Number of total peer facilitators trained; Knowledge/skills gained through event participation; Confidence in ability to utilize knowledge/skills gained	Approximately 25 student participants and 3 Peer Facilitators engaged with INTERACT last year. Focus group data showed that students have become better listeners, felt more appropriately	As a result of the positive qualitative findings, the leadership team of INTERACT is working to develop a method to scale the program and make it available more frequently and available

		equipped to engage in conversation on controversial topics, and become more authentic in their engagement with other students, faculty, and staff.	to more students through expansion to additional residence halls.
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Athletics takes part in America East Conference’s “You Can Play” project to help to educate and change culture regarding treatment of lesbian, gay, bisexual and transgender athletes in locker room and on playing field.	Attendance at “You Can Play” events. Number of student-athletes involved in events	Over 500 people have attended You Can Play days, with over 50 student-athletes participating.	Athletics wants to expand “You Can Play” days to all sports, not just sports that are selected by the AEC conference.
UMBC Athletics has established its four core values: Growth, Respect, Integrity, and Teamwork. Definition of respect includes initiative to promote diversity and inclusion within Department.	Metrics/criteria currently being developed for a Department of Athletics Core Values Award where one staff member will be named once a year.	Criteria for award will be reviewed during nomination and review process.	A media and marketing campaign including social media and apparel will be developed to introduce and reinforce the four core values.
LGBT SportSafe Inclusion Program developed to create infrastructure for athletic administrators, coaches and recreational sports leaders to support LGBTQ inclusion in college, high school, and professional sports. LGBT SportSafe speakers completed workshop and evaluation to see if we met LGBT inclusion standards in areas of programming, policy, and public awareness. Required all student-athletes to attend their student-athlete session, in which they discussed importance of inclusion.	UMBC received a Gold Emblem (highest level) rating from SportSafe. Signifying that UMBC Athletics is “Committed to Inclusion” and has met following benchmarks: Programming: Inclusion training for coaches and administrators completed; cyclical training every 2-3 years. Policy: Updated policies to include protections for LGBTQ student-athletes and coaches. Public Awareness: Project scheduled or completed	Receipt of the Gold Emblem represents alignment with LGBT SportSafe inclusion principles.	Athletic Department will also create opportunities for students and staff to discuss what they learned.
Hosted Dr. Derek Greenfield to speak to all student-athletes and staff members about diversity and inclusion. Greenfield is thought leader dedicated to inclusive excellence and positive change, featured at International Conference on Cultural Diversity, Massachusetts Institute of Technology, University of Texas-Austin, National Black Student Leadership Development Conference, etc.	Number of total attendees; Number of student-athlete attendees. Post-participation survey measured: Satisfaction; Knowledge gained; Ability to apply knowledge	Analysis of evaluation data is in progress.	TBD based upon analysis and interpretation of data. Athletic Department would also like to invite additional national experts on topics related to diversity and inclusion in college athletics and to create opportunities for students and staff to engage about what they learned.
75% of Physical Education instructors included diversity-based discussion in their curriculum.	End of year evaluation administered to measure: Satisfaction; Knowledge gained from diversity based discussions	Analysis of evaluation data in progress.	Goal: 100% of Physical Education instructors include diversity-based discussions in curriculum.
Career Center hosted a Diversity Recruitment Event for students, with dinner with broad range of employers who are interested in diversifying their workforce with intern and full-time hires from UMBC.	Student and employer attendance; Hiring data from students/employers	231 students attended Fall 2016 compared to 200 student attendees in Fall 2015. 33 employers participated in Fall 2016, full capacity for event.	Develop more effective/efficient method to collect hiring data from employers.
Career Center collaborated with International Education Services on International Student Career Conference for unique needs of international students in job search process in U.S.	Student Attendance. Post-participation survey measured: Satisfaction	Over 100 students attended in Spring 2017 compared to 70 in spring 2016.	Continue to increase student participation.
Career Center pilot Focus on Ability program to connect students with disabilities with employers with information regarding transitioning into workforce.	Student engagement data in career programming.	Analysis of engagement data is in progress.	TBD based upon analysis and interpretation of data.
Career Center give students with opportunity attend large diversity recruitment events such as the BEYA STEM Conference in Washington, DC and Women of Color STEM conference in Detroit, MI.	Student Attendance	171 undergraduate and graduate students registered to attend the BEYA conference and 15 students attended the Women of Color conference.	Develop a more effective/efficient method to collect hiring data from employers.
Organize a Career Month in April to focus on recruiting and professional skill development. Workshop panels for 2017 include	Student Attendance. Post-participation survey will measure satisfaction	Career Month has not occurred yet.	TBD based upon collection, analysis, and interpretation of data.

LGBTQ+ in Workplace and Getting Involved in Affinity Groups			
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
The Commons Student Staff Training – Micro-aggressions	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying micro-aggressions; Using skills to address micro-aggressions; Level of preparation to respond to micro-aggression	97% of participants reported being able to identify a micro-aggression; 92% report they’ve learned at least one skill in addressing micro-aggression; 95% of participants reported they feel more prepared to respond to micro-aggression	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they’ve used, how they’ve talked with others about this topic, etc.)
The Commons Student Staff Training – Multicultural Competence	Post-training evaluation administered to measure: Presenter satisfaction; what students wanted to learn more about related to topic	Post-training evaluation revealed desire for students to learn more about: Effective strategies for working with others on increasing multicultural competencies; Discussing of examples of cultures clashing and strategies for addressing them; Appropriate means of communicating with deaf and blind	Integrate recommendations into training based on qualitative responses from participants.
Commuter Assistants (CA) and Transfer Student Network (TSN) Leaders participated in session on Cross-Cultural Communication during Student Staff Training before start of Fall 16 semester.	Post-training evaluation administered to measure: Satisfaction; Knowledge gained; Ability and confidence to use knowledge	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Residence Hall Social Change Projects	Post project survey administered to measure: Satisfaction; Interest in social change projects; Likelihood to participate in future projects	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data. May add discussion groups for processing experience.
3-Part Diversity & Inclusion Workshop to develop the Residential Life Community Director Team through self-awareness and enhanced service to various student populations.	Supervisor evaluations for PMPs.	Analysis of evaluation data in progress.	Development of Annual Community Director Skill Development Plan, focused on specific experiences selected by Director and CD
Resident Advisor Fall Training Program	Student staff survey administered to measure: Satisfaction with training; Knowledge gained; Ability and confidence to use knowledge gained	Analysis of evaluation data in progress.	TBD based upon analysis and interpretation of data.
Exploratory analysis of women who live in the residence halls. Impetus for project was continued decline of women choosing to live in residence halls versus off-campus.	Skyfactor Resident survey used to collect : Percentage of women students living in the residence halls; 3-year trend of women enrolled versus women living in residence halls; Classification and study time of women who live in residence halls; Feelings of safety/security in residence halls;	Analysis of evaluation data in progress.	TBD based upon analysis and interpretation of data. Focus groups based on results of Skyfactor resident satisfaction survey.
Student Judicial Program Restorative Circles/Practices Training. Training introduces participants to practice and theory of restorative practices and provide opportunities for skill building.	Staff Attendance	Over 50 staff members trained in 2016.	Continue to increase staff participation.
Student Life – Mosaic Center. Monthly Religious and Ethnic Holiday myUMBC posts	No current metrics to measure effectiveness of posts.		IT staff count number of times myUMBC events/emails have been given a “paw” to demonstrate how students favor event and count number of times event is seen by myUMBC users via click.

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
Student Life – Mosaic Center. Safe Zone Program Workshops on Sexual Orientation, Gender Identity and LGBTQ Allyship	Post-event survey administered to measure: Satisfaction; Knowledge gained; Ability to use knowledge and skills gained; Confidence to use knowledge and skills presented	No Fall workshops offered due to curriculum revision. In progress for Spring 2017	Metrics tied to specific versus general learning outcomes needed.
Student Life – Mosaic Center. Critical Social Justice (CSJ) Awareness Week – Co-hosted and coordinated with Women’s Center	Post-event participant surveys administered to measure: satisfaction; knowledge gained; ability to use knowledge and skills; and confidence to use knowledge and skills	Data from Fall 2016: 73.8% of CSJ participants gained better knowledge of specific social justice issues: 59.3% gained better knowledge of social justice overall	TBD based upon further analysis and interpretation of data.
Mosaic Diversity Presenter (MDP) Workshops and Facilitated Discussions – Topics included: Communicating Across Difference, Multiculturalism and Inclusion, Diversity Awareness	Post-Discussion/Workshop Participant Surveys measured satisfaction	Analysis of survey data in progress.	Train the Trainer program and on-going assessment needed.
Student Life – Mosaic Center: Population-focused outreach and event support to traditionally underrepresented students and student organizations (specifically LGBTQ, Africana , Hispanic/Latinx, Asian Diasporic populations and religious/spiritual groups – ex. Muslim Student Association, Hillel, and Catholic Retrievers)	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Women’s Center - Women’s Center spearheads awareness months to include Women’s History Month (March), Sexual Assault Awareness Month (April), and Relationship Violence Awareness Month (Oct);	No metrics currently under development		
Women’s Center hosts one-time events on variety of issues related to diversity and cultural awareness (e.g. National Coming Out Day; roundtable series; Take Back the Night)	Event surveys	80% (n=70) of TBTN respondents reported increased understanding of sexual assault, and 64% indicated increased knowledge of resources available	
Women’s Center host on-going identity-based discussion-based programs: Women of Color Coalition; Between Women (for LGBTQ-identified women); Spectrum (for transgender and gender non-binary students)	Continue to assess best way to collect metrics. Last year did attendance and minute papers; this year using attendance and observation rubrics completed by group facilitators	Observation rubrics indicate participants consistently discuss concerns and strategies for wellbeing related to their identities	
Women’s Center hosted skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence and workshops related to micro-aggressions	Workshop survey	Supporting Survivors workshop participants report feeling on average 23% more confident in their ability to create a survivor-responsive campus	
Telling Our Stories Initiative	Metrics collected in 2015 as part of grant funding; no formal metrics are currently being collected	86% of attendees agree that event is valuable for women of color at UMBC	Since project is no longer receiving grant funding, we can't continue to execute or assess program as we did previously
Returning Women Students Scholars + Affiliates Program	Tracking/Attendance of scholarship funding and events; Retention and Graduation rates; Program and event evaluations; feedback from mid-semester check-ins with each student; program evaluation Spring 2016	\$66,295 awarded FY17; 24 scholars + affiliates are part of program; No formal assessment of retention and graduation rates – progress is being made to access data more effectively	

Table 3:

USM Guideline 3: Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements.

UMBC Goal 3 (from 2009 Diversity Plan):

To provide a culture of safety, inclusion and respect

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
<p>Campus Police - UMBC Police value climate of diversity and inclusion in line with values of UMBC. Efforts ongoing as we attempt to build bridges with variety of diverse campus groups. Officer participation in groups such as LGBT Climate Group, Black Student Union, Muslim Association, and Women’s Center. Continue to provide group specific programming relating to inclusiveness, acceptance, and respect throughout year in presentations on campus.</p>	<p>Fostering atmosphere of diversity and inclusion minimizes number of hate crimes on Campus. Between 2013 and 2015, total of 4 reports of hate crimes reported to the Police. Low number of hate crimes is direct result of climate set by President and Police Department’s commitment to ensuring this climate is maintained in all areas in which we interact with campus community.</p>	<p>Increased representation of women on Police Force by 200%. Increased percentage of minority employees in Student Marshall Program by 25%. Conducted 16 presentations for campus community. Monitoring and analysis of enforcement actions reflect commitment to providing unbiased policing strategies. Linked our departmental diversity goals to campus PMP process, as handling of hate/bias type incidents are component of success for our officers in their performance reviews. Police Department is an active participant in the Campus Climate Workgroup, and other campus groups such as Black Student Union, Muslim Association, Women’s Center, SGA, and GSA.</p>	<p>Monitor activities of officers in their enforcement duties requires consistent and ongoing attention to ensure that biases to not manifest in services that only a police department can provide. We are also committed to continuously improving our departmental demographics to more fully represent campus community. We would also like to continue our outreach program to campus groups and constituencies, and increase number of campus partners with whom we interact.</p>
<p>UMBC Police created specific protocols and policies for reporting and response to hate crimes on Campus. Individuals or groups who are a victim of a hate crime can report this by calling UMBC Police or by emailing us through our website. In addition, victims can report to a variety of offices on Campus, including Student Judicial Programs, Title IX Office, Student Disability Services, and Residential Life. Once UMBC Police receive report of hate crime officers must follow specific response policy that outlines mandated steps, including notification and engagement of UMBC Police Command Staff, crime scene processing, witness canvassing, written statements, removal of any offensive language or symbols, and victim support. All hate crimes assigned to a UMBC Detective for high priority follow up.</p>			
<p>Police Department has instituted number of programs and priorities to maintainof inclusive campus, including commitment to aggressive minority recruiting so police department reflects diverse makeup of community. It also includes commitment to monitoring enforcement actions by UMBC Police Department to ensure that law enforcement efforts are conducted in fair, impartial, and unbiased manner, through consistent review and analysis of our enforcement actions. Also includes continued ongoing training in unbiased policing topics for our officers, and training that enhances our ability to interact with the diverse community that we serve</p>			
<p>Graduate School - TAs receive training at annual August “Teaching and Learning Seminar” where training is provided by the Title IX coordinator, and the Office of Disabilities</p>	<p>All new TAs are asked to attend this training unless their departments provide department or discipline-specific training</p>	<p>N/A</p>	<p>N/A</p>
<p>Student Affairs - Residential Life Training & Protocols for staff on recognizing, addressing, and reporting bias-motivated actions.</p>	<p>Number of reports filed; Category coding of incident reports</p>	<p>Analysis of survey data is in progress.</p>	<p>TBD based upon analysis and interpretation of data.</p>

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
<p>Women's Center - Women's Center 1-1 Support for Students, Faculty and staff related to sexual violence, relationship violence, stalking, race/racism, LGBTQ issues, pregnancy, mental health, etc. – Report any issues of discrimination or policy violations</p>	<p>Track daily usage rates of this service; follow up 1-1 meetings by sending email to individual asking for feedback on the experience</p>	<p>In FY17 staff have recorded 25 1-1 conversations with students related to sexual misconduct: several of these conversations have been reported to the Title IX Coordinator. Staff have also worked with campus police to report race-based bias incidents related to Women's Center event programs and flyers. In FY17 staff have recorded 17 1-1 conversations with students/staff/faculty related to LGBTQ issues and 8 related to race/racism.</p>	<p>We are at a staffing saturation of not being able to take on much more 1-1 support without it impacting other Women's Center programs and services</p>
<p>Provide workshops to faculty, staff and students about supporting survivors of sexual violence that includes information about Title IX and reporting procedures</p>	<p>Pre and Post workshop surveys</p>	<p>Generally, participants increased their confidence in being able to support survivors of sexual violence.</p>	<p>Reaching a greater number of students, faculty, and staff to attend our workshops</p>

TABLE 5: STUDENTS

UNDER-GRADUATE	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,646	16.5%	741	905	1,864	16.4%	875	989	1,924	17.1%	893	1,031	1,940	17.4%	907	1,033
American Indian or Alaska Native	52	0.5%	30	22	20	0.2%	14	6	16	0.1%	9	7	23	0.2%	15	8
Asian	2,034	20.4%	1,077	957	2,281	20.0%	1,235	1,046	2,295	20.4%	1,214	1,081	2,338	21.0%	1,248	1,090
Hispanic/Latino	388	3.9%	214	174	672	5.9%	337	335	670	6.0%	334	336	751	6.7%	375	376
White	5,150	51.8%	2,962	2,188	5,033	44.2%	2,943	2,090	4,906	43.6%	2,905	2,001	4,791	43.0%	2,901	1,890
Native Hawaiian or other Pacific Islander*	77	0.8%	24	53	22	0.2%	9	13	22	0.2%	9	13	13	0.1%	5	8
Two or more races	-	0.0%			415	3.6%	200	215	432	3.8%	225	207	429	3.9%	228	201
Did Not Self Identify	203	2.0%	105	98	550	4.8%	342	208	495	4.4%	308	187	417	3.7%	256	161
International	397	4.0%	230	167	522	4.6%	299	223	483	4.3%	268	215	440	3.9%	248	192
TOTAL	9,947		5,383	4,564	11,379		6,254	5,125	11,243		6,165	5,078	11,142		6,183	4,959
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	356	12.2%	144	212	317	12.2%	136	181	313	12.1%	142	171	294	11.8%	143	151
American Indian or Alaska Native	9	0.3%	6	3	4	0.2%	1	3	4	0.2%	1	3	5	0.2%	1	4
Asian	200	6.8%	106	94	194	7.5%	110	84	204	7.9%	109	95	216	8.6%	117	99
Hispanic/Latino	75	2.6%	32	43	98	3.8%	49	49	110	4.2%	58	52	105	4.2%	60	45
White	1,535	52.5%	679	856	1,303	50.1%	641	662	1,265	48.7%	639	626	1,158	46.4%	581	577
Native Hawaiian or other Pacific Islander*	9	0.3%	1	8	7	0.3%	3	4	5	0.2%	3	2	4	0.2%	3	1
Two or more races	-	0.0%			35	1.3%	18	17	38	1.5%	22	16	49	2.0%	23	26
Did Not Self Identify	232	7.9%	107	125	109	4.2%	71	38	98	3.8%	58	40	95	3.8%	56	39
International	507	17.3%	275	232	533	20.5%	294	239	559	21.5%	320	239	572	22.9%	328	244
TOTAL	2,923		1,350	1,573	2,600		1,323	1,277	2,596		1,352	1,244	2,498		1,312	1,186

UNDER- GRADUATE	% chg f09-f16	% chg f15-f16
African American/Black	17.9%	0.8%
American Indian or Alaska Native	-55.8%	43.8%
Asian	14.9%	1.9%
Hispanic/Latino	93.6%	12.1%
White	-7.0%	-2.3%
Native Hawaiian or other Pacific Islander*	-83.1%	-40.9%
Two or more races	na	-0.7%
Did Not Self Identify	105.4%	-15.8%
International	10.8%	-8.9%
TOTAL	12.0%	-0.9%
GRADUATE	% chg f09-f16	% chg f15-f16
African American/Black	-17.4%	-6.1%
American Indian or Alaska Native	-44.4%	25.0%
Asian	8.0%	5.9%
Hispanic/Latino	40.0%	-4.5%
White	-24.6%	-8.5%
Native Hawaiian or other Pacific Islander*	-55.6%	-20.0%
Two or more races	na	28.9%
Did Not Self Identify	-59.1%	-3.1%
International	12.8%	2.3%
TOTAL	-11.2%	-0.2%

ALL STUDENTS	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,002	15.6%	885	1,117	2,181	15.6%	1,011	1,170	2,237	16.2%	1,035	1,202	2,234	16.4%	1,050	1,184				
American Indian or Alaska Native	61	0.5%	36	25	24	0.2%	15	9	20	0.1%	10	10	28	0.2%	16	12				
Asian	2,234	17.4%	1,183	1,051	2,475	17.7%	1,345	1,130	2,499	18.1%	1,323	1,176	2,554	18.7%	1,365	1,189				
Hispanic/Latino	463	3.6%	246	217	770	5.5%	386	384	780	5.6%	392	388	856	6.3%	435	421				
White	6,685	51.9%	3,641	3,044	6,336	45.3%	3,584	2,752	6,171	44.6%	3,544	2,627	5,949	43.6%	3,482	2,467				
Native Hawaiian or other Pacific Islander*	86	0.7%	25	61	29	0.2%	12	17	27	0.2%	12	15	17	0.1%	8	9				
Two or more races	-	0.0%	-	-	450	3.2%	218	232	470	3.4%	247	223	478	3.5%	251	227				
Did Not Self Identify	435	3.4%	212	223	659	4.7%	413	246	593	4.3%	366	227	512	3.8%	312	200				
International	904	7.0%	505	399	1,055	7.5%	593	462	1,042	7.5%	588	454	1,012	7.4%	576	436				
TOTAL	12,870		6,733	6,137	13,979		7,577	6,402	13,839		7,517	6,322	13,640		7,495	6,145				

ALL STUDENTS	% chg f09-f16	% chg f15-f16
African American/Black	11.6%	-0.1%
American Indian or Alaska Native	-54.1%	40.0%
Asian	14.3%	2.2%
Hispanic/Latino	84.9%	9.7%
White	-11.0%	-3.6%
Native Hawaiian or other Pacific Islander*	-80.2%	-37.0%
Two or more races	na	1.7%
Did Not Self Identify	17.7%	-13.7%
International	11.9%	-2.9%
TOTAL	6.0%	-1.4%

TABLE 6: FACULTY

ALL FACULTY	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	54	5.3%	24	30	62	6.4%	30	32	69	6.8%	33	36	71	7.1%	31	40
American Indian or Alaska Native	3	0.3%	1	2	1	0.1%	-	1	2	0.2%	1	1	-	0.0%		
Asian	132	13.0%	87	45	123	12.7%	67	56	130	12.7%	68	62	132	13.3%	70	62
Hispanic/Latino	12	1.2%	5	7	23	2.4%	7	16	23	2.3%	7	16	25	2.5%	10	15
White	710	69.8%	430	280	712	73.6%	397	315	732	71.8%	414	318	707	71.1%	405	302
Native Hawaiian or other Pacific Islander*	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%			1	0.1%	-	1	7	0.7%	4	3	4	0.4%	1	3
Did Not Self Identify	-	0.0%			3	0.3%	1	2	-	0.0%	-	-	-	0.0%	-	-
International	106	10.4%	73	33	43	4.4%	29	14	57	5.6%	33	24	55	5.5%	34	21
TOTAL	1,017		620	397	968		531	437	1,020		560	460	994		551	443

ALL FACULTY	% chg f09-f16	% chg f15-f16
African American/Black	31.5%	2.9%
American Indian or Alaska Native	-100.0%	-100.0%
Asian	0.0%	1.5%
Hispanic/Latino	108.3%	8.7%
White	-0.4%	-3.4%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	-42.9%
Did Not Self Identify	na	na
International	-48.1%	-3.5%
TOTAL	-2.3%	-2.5%

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	19	5.0%	10	9	27	6.9%	14	13	26	6.5%	13	13	26	6.5%	12	14
American Indian or Alaska Native	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Asian	50	13.1%	31	19	68	17.4%	38	30	67	16.8%	38	29	71	17.8%	41	30
Hispanic/Latino	7	1.8%	3	4	12	3.1%	5	7	13	3.3%	5	8	13	3.3%	7	6
White	282	74.0%	177	105	273	70.0%	166	107	279	69.8%	169	110	275	68.8%	164	111
Native Hawaiian or other Pacific Islander*	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%			1	0.3%	-	1	2	0.5%		2	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%	7	2	13	3.3%	8	5	13	3.3%	7	6
TOTAL	381		235	146	390		230	160	400		233	167	400		231	169
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	35	5.5%	14	21	35	6.1%	16	19	43	6.9%	20	23	45	7.6%	19	26
American Indian or Alaska Native	3	0.5%	1	2	1	0.2%	-	1	2	0.3%	1	1	-	0.0%	-	-
Asian	82	12.9%	56	26	55	9.5%	29	26	63	10.2%	30	33	61	10.3%	29	32
Hispanic/Latino	5	0.8%	2	3	11	1.9%	2	9	10	1.6%	2	8	12	2.0%	3	9
White	428	67.3%	253	175	439	76.0%	231	208	453	73.1%	245	208	432	72.7%	241	191
Native Hawaiian or other Pacific Islander*	-	0.0%			-	0.0%	-	-	-	0.0%			-	0.0%	-	-
Two or more races	-	0.0%			-	0.0%	-	-	5	0.8%	4	1	2	0.3%	1	1
Did Not Self Identify	-	0.0%			3	0.5%	1	2	-	0.0%			-	0.0%	-	-
International	83	13.1%	59	24	34	5.9%	22	12	44	7.1%	25	19	42	7.1%	27	15
TOTAL	636		385	251	578		301	277	620		327	293	594		320	274

TENURED/ TENURE TRACK FACULTY	% chg f09-f16	% chg f15-f16
African American/Black	36.8%	0.0%
American Indian or Alaska Native	na	na
Asian	42.0%	6.0%
Hispanic/Latino	85.7%	0.0%
White	-2.5%	-1.4%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	0.0%
Did Not Self Identify	na	na
International	-43.5%	0.0%
TOTAL	5.0%	0.0%
NON-TENURE TRACK FACULTY	% chg f09-f16	% chg f15-f16
African American/Black	28.6%	4.7%
American Indian or Alaska Native	-100.0%	-100.0%
Asian	-25.6%	-3.2%
Hispanic/Latino	140.0%	20.0%
White	0.9%	-4.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	-60.0%
Did Not Self Identify	na	na
International	-49.4%	-4.5%
TOTAL	-6.6%	-4.2%

TABLE 7: STAFF

STAFF (excluding grad asst)	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	23.2%	81	195	277	21.5%	75	202	282	21.9%	77	205	277	21.5%	82	195
American Indian or Alaska Native	5	0.4%	2	3	1	0.1%	1		1	0.1%	1		-	0.0%	-	-
Asian	39	3.3%	17	22	45	3.5%	15	30	46	3.6%	16	30	49	3.8%	19	30
Hispanic/Latino	18	1.5%	10	8	30	2.3%	14	16	27	2.1%	13	14	27	2.1%	13	14
White	848	71.4%	350	498	921	71.5%	383	538	912	70.8%	380	532	914	70.8%	382	532
Native Hawaiian or other Pacific Islander*	-	0.0%			8	0.6%	4	4	5	0.4%	2	3	5	0.4%	2	3
Two or more races	-	0.0%			5	0.4%	2	3	10	0.8%	3	7	12	0.9%	6	6
Did Not Self Identify	-	0.0%			1	0.1%		1	1	0.1%	1		-	0.0%	-	-
International	2	0.2%	1	1	1	0.1%	1		4	0.3%	2	2	7	0.5%	1	6
TOTAL	1,188		461	727	1,289		495	794	1,288		495	793	1,291		505	786

STAFF (excluding grad asst)	% chg f09-f15	% chg f14-f15
African American/Black	0.4%	-1.8%
American Indian or Alaska Native	-100.0%	-100.0%
Asian	25.6%	6.5%
Hispanic/Latino	50.0%	0.0%
White	7.8%	0.2%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	20.0%
Did Not Self Identify	na	-100.0%
International	250.0%	75.0%
TOTAL	8.7%	0.2%

* 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: REX Data Warehouse - .Employees and ReportStudentTerm tables.
 Prepared by UMBC IRADS, February 2017