



UNIVERSITY *of* MARYLAND
EASTERN SHORE

2016-2017
INSTITUTIONAL PROGRAM OF
CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

April 3, 2017

Introduction

The University of Maryland Eastern Shore (UMES) encourages, values and supports cultural diversity. As stated in our institutional mission statement, “UMES is committed to providing access to highly quality education for students from a multiplicity of backgrounds while emphasizing multicultural diversity and international perspectives”. This commitment is evident in the the diversity of the student population. The UMES institutional report on programs of cultural diversity provides a summary of the University’s Cultural Diversity Plan and provides information and data related to the university’s efforts of achieving racial/ethnic diversity, creating an atmosphere that support positive interactions and ensures compliance with federal guidelines for supporting hate-based crimes.

Section I

Institutional Plan

The UMES Cultural Diversity Plan includes three major goals for improving cultural diversity. The following are the major goals of the UMES Cultural Diversity Plan:

GOAL 1: *Climate for Living, Learning and Working:* The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

The UMES continues to provide a positive campus culture for students, faculty, staff and administrators through the promotion of its ICARE core values (“integrity, commitment, accountability, respect and excellence) and the Hawkspitality initiative. Members of the campus community continue to improve the campus climate by reviewing and responding to written comments in strategically placed lockboxes, promoting excellent customer across campus and providing opportunities for campus collaboration and fellowship through cultural awareness activities, professional development and student development and increased social and cultural exchange.

GOAL 2: *Student Access and Opportunity:* The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students.

UMES is a diverse campus and 28.8% (2015) and 27% ((2016) of the student population identified as non African-American. Although there is a slight decline in the percentage of non American African students, the university utilizes efforts to attract, recruit and retain a diverse student population. Specific strategies are outlined in Table 1. Some of those strategies include increasing the international student population and continues to attract more students

from the Eastern Shore region. To that end, the university implemented an Eastern Shore tuition rate and achieved a slight increase in the number of students from the region.

GOAL 3: Diverse Faculty and Staff: The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

The university continues to implement strategies to increase the number of African American tenured and tenure-track faculty members and non-African American staff members as well as maintain the number of university non-African American administrators. These strategies include advertising vacant positions in publications that target a diverse audience, faculty mentoring programs and ensuring diversity on search committees.

UMES has maintained its number of non-African American staff (134) and but has decreased its number of African-American faculty members by 13 or 1.1%. This decline is contributed in part to a decline in the number of faculty members from 346 to 322 or 7%.

Implementation

Table 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff and faculty

UMES Goal 2. Student Access and Opportunity and UMES Goal 3. Diverse Faculty and Staff			
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
Establish agreements and MOUs with community colleges in the region and the state to increase the enrollment of traditionally underrepresented students.	Number of agreements and MOUs signed	9 new MOU agreements were established	Scholarships to support transfer students; better collaboration with community colleges.
Establish dual enrollment partnerships with area high schools	Number of dual enrollment partnerships	1 new partnership was created bringing the total to 3	More collaboration with local school districts to increase the number of partnerships
Certificate and graduate programs to increase the enrollment and hiring of underrepresented students and faculty, respectively.	Number of graduate program and certificate programs	1 new graduate program was launched	Funding to support the launch of new programs
<p>Recruitment, Retention and Success of Engineering Students: Through significant outreach, recruitment, and retention efforts over the past several years, we have increased continuously enrollments of the engineering students in the engineering program.</p> <p>Attendance to discipline-related conference such as the BEYA (Black Engineers of the Year Award) STEM Conference</p>	<p>Engineering Enrollment Data and the rate of increase</p> <p>The number of full time employment offers from major corporations to our graduates has increased significantly in 2017 compared with 2016.</p>	<p>Engineering enrollment as of fall 2016 is 160, representing 10% increase annually in the past five years.</p> <p>In 2017, 6 of our graduates in engineering have received full-time employment offers from Raytheon, Boeing, Northrop Grumman, Lockheed Martin, US Navy, etc., with a starting salary at about \$70,000.</p>	<p>More recruitment efforts to high schools and community colleges is needed.</p> <p>Continue to develop collaborations with industry to help engineering students to receive full time employment and internships for workforce development.</p>
Engineering Graduation. The number of	The number of graduates who	In the academic year of 2015-	Continue to develop

<p>graduates who were eligible for graduation has also increased significantly.</p>	<p>applied for graduation.</p>	<p>2016 (two semesters), there were only 8 engineering students who applied for graduation. In the academic year of 2016-2017, we anticipate 16 engineering students who are eligible for graduation.</p>	<p>academic advising policy to ensure increased four- year graduation rates.</p>
<p>Worked with the Career Technology Education (CTE) of the Wicomico County Board of Education hosted at the Parkside High School to facilitate the growth of the pre-engineering program at CTE for the county</p> <p>Recruitment visits to SU to attract students to 3+ 2 program.</p> <p>i) Lockheed Martin Scholarship for engineering students were utilized to support students in the merit based and need based categories.</p> <p>ii) NSF grant “Ouroboros-Investigation of Dynamic Reconfigurable Optical Network-on-Chip Architectures” was awarded to an engineering faculty member at UMES from 08/25/2015 to 08/24/2017 to support HBCU undergraduate students for research in optical networks.</p> <p>iii) NASA Science Education Cooperative Agreement “AEROKATS and ROVER Education Network” was awarded to Aviation Science faculty from May 2015 to May 2020.</p>	<p>The number of pre-engineering students impacted.</p> <p>The number of transfer students for the dual-degree program.</p> <p>The number of students who have received scholarships</p> <p>The number of students who have been supported by the NSF grant</p> <p>The number of undergraduates (aviation & engineering) funded by this grant</p>	<p>N/A</p> <p>25 students recruited</p> <p>10 students supported</p> <p>12 (3 engineering undergraduates were funded every semester to conduct research under the guidance of the faculty.)</p> <p>4 students supported</p>	<p>Continue to work with Board of Education for outreaching.</p> <p>Continue to work with SU to recruit dual-degree transfer student</p> <p>Continue to work with Lockheed Martin and other corporations for scholarships.</p> <p>Continue to support undergraduate researchers in engineering.</p> <p>Continue to support undergraduate researchers in engineering and aviation</p>
<p>Recruitment and Hiring of Faculty and Staff. The search process for hiring faculty and staff in the department continues to be reviewed and monitored to ensure compliance with all regulatory federal and</p>	<p>The number of faculty/staff recruited.</p>	<p>2 international faculty/staff</p>	<p>Continue to develop strategies to recruit minority and female faculty/staff</p>

State laws			
Faculty Professional Development – The Lockheed Martin Scholarship funds and other funding resources have been used to support faculty travel and to attend professional development conferences and meeting, for example, the ABET annual Symposium, and ASEE annual conference, BEYA STEM conference, and the AABI aviation accreditation annual conference.	The number of faculty/staff supported for professional development	8 faculty and staff members in the department to participate in professional development. The effort is to ensure retention of highly qualified faculty in the department and to ensure their academic progress and success.	Continue to secure funding to support faculty development.
<p>PGA Golf Management Career Day held once each semester. Traditionally underrepresented students are targeted for attendance through social media and obtained through various high school golf programs, The PGA Junior Tour, and community golf programs.</p> <p>UMES-First Tee Tour in conjunction with The National First Tee will target traditionally underrepresented students. The First Tee is a youth development organization introducing the game of golf and its inherent values to young people.</p> <p>PGA Golf Management provides opportunities for undergraduate students to network, participate in national conferences, join study groups, social activities and encourages peer to peer support and mentoring. These professional preparation opportunities help socialize students within our discipline, promote academic success and prepare them for careers.</p>	<p>Acceptance rates into program following participation</p> <p>Acceptance rates into program following participation</p> <p>Retention and academic success</p>	<p>Fourteen participants have enrolled in the PGA Golf Management Program to date. Six total career days have been held with 32 participants. This equates to a 43.75% enrollment from events to date. Of the 14 enrolled, 8 were traditionally underrepresented students that translates in 57.14%.</p> <p>This program is in the final planning stages with The National First Tee. We hope to have dates by April 2017. Current PGA Golf Management students will participate in some of the events.</p> <p>UMES PGA Golf Management ranks 3rd in retention among the other 18 PGA Golf Management Universities and was also ranked 2nd in perceived sense of community, 4th in career prep elements and 1st in program/alumni connection in the PGA of America commissioned PGA Golf Management Universities Performance Assessment conducted by Texas A & M University.</p>	<p>More potential students register for the event than actually attend. We are working to convert registration into attendance.</p> <p>As events are held and data collected, the program will be evaluated for improvement.</p> <p>We continue to work diligently in these areas and look for new ideas and methods to enhance retention.</p>
Recruit – Faculty 1. Advertise on websites that are	Number of offers made to UR faculty	1. Pharmacy – 68% UR faculty 2. Physical Therapy – 22% UR	Physical Therapy program

<p>frequented by underrepresented (UR) groups</p> <p>2. Leverage network of existing faculty</p>	<p>Number of offers accepted by UR faculty</p>	<p>faculty</p> <p>3. Kinesiology – 75% UR faculty</p> <p>4. Rehabilitation – 75% UR faculty</p>	
<p>Recruit – Staff</p> <p>1. Advertise on websites that are frequented by UR groups</p> <p>2. Leverage network of existing faculty</p>	<p>Number of offers made to UR staff</p> <p>Number of offers accepted by UR staff</p>	<p>1. Pharmacy – 63% UR staff</p> <p>2. Physical Therapy – 75% UR staff</p> <p>3. Kinesiology – 0% UR staff (only one staff position)</p> <p>4. Rehabilitation – 100% UR staff (only one staff position)</p>	
<p>Recruit – Students</p> <p>1. Presentations at pre-health professions clubs</p> <p>2. College Career Fairs</p> <p>3. Open Houses</p> <p>4. Articulation Agreements with colleges/universities with UR groups</p>	<p>Number of offers made</p> <p>Number of offers accepted</p> <p>Number of students enrolled in the program</p>	<p>1. Pharmacy – > 85% UR students</p> <p>2. Physical Therapy – 15% UR students</p> <p>3. Kinesiology – > 80% UR students</p> <p>4. Rehabilitation – > 85% UR students</p>	<p>Physical Therapy program</p>
<p>Retain – Faculty</p> <p>1. Mentor programs</p> <p>2. Professional development</p> <p>3. Sunshine committee</p>	<p>Attrition rate</p> <p>Retention rate</p>	<p>We have lost 3 UR faculty across all programs since July 2015</p>	<p>Incentives to attract new faculty</p>
<p>Retain – Staff</p> <p>1. Professional development</p> <p>2. Sunshine committee</p>	<p>Attrition rate</p> <p>Retention rate</p>	<p>We have lost one UR staff across all programs since July 2015</p>	<p>Incentives to attract new staff</p>
<p>Retain – Students</p> <p>1. Academic and non-academic support</p> <p>2. Faculty mentors</p> <p>3. Peer tutors</p> <p>4. Center for Access and Academic Success</p>	<p>Attrition rate</p> <p>Retention rate</p>	<p>The School has a 85% retention rate across all programs</p>	
<p>Advertising in media outlets that target specific populations of faculty and staff</p>	<p>Number of diverse applicants in pool</p>	<p>Data not available</p>	<p>Consistent collection of data for position searches</p>
<p>Established working relationships with campus Deans and relevant faculty to increase enrollment of students from China.</p>	<p>Number of partnerships with Chinese universities</p> <p>Number of international students from China</p>	<p>Data not available</p>	<p>Engage dedicated international recruitment personnel to increase international student enrollment and/or utilize recruitment services and accommodate</p>

			Center for International Education director to participate directly in recruitment efforts
Recruitment and outreach to geographic markets in which underrepresented students are heavily concentrated to provide access to college	Yield percent of applicants, admits, and enrolled students	Fall 2016 – 50% Fall 2015 – 55%	

Table 2: Efforts designed to create positive interactions and cultural awareness among students, faculty and staff on campus.

UMES Goal 1: Climate for Living, Learning and Working			
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
Curricular Initiatives that Promote Cultural Diversity in the Classroom – In the Engineering Seminar class for seniors, we promote cultural awareness among students and encourage students to incorporate cultural awareness in their engineering design.	The number of engineering courses that is defined to assessment cultural diversity	1	Continue to develop curriculum to promote cultural diversity and awareness in classroom
Cultural Affairs among faculty – We organized a faculty cook-out event so that all faculty in the department eat together with foods provided by faculty in December 2016.	The number of cultural awareness event among faculty and staff	1	Continue to organize and host cultural awareness event in department
Cultural Affairs among students – The NSBE (National Society of Black Engineers) UMES Chapter organized a cultural event in Spring 2017.	The number of student event organized by student chapters	1	Continue to promote student led cultural awareness event on campus and in the department.

<p>PGA Golf Management Speaker Series utilizing 5 key aspects of role modelling which underpin the learning process (Spouse 1996) Befriending, Planning, Collaborating, Coaching and Reflecting. In addition, we work to procure speakers who look like our students, i.e. young African American males and/or females that students are able to identify with.</p> <p>Shadowing or Kinesthetic Learning allows the student to carry out physical activities rather than listening to a lecture or to reinforce lectures. Doing helps students gain a better understanding of materials and exposes them to cultural awareness.</p>	<p>Student engagement, post speaker student questionnaire and testing</p> <p>Student engagement, skill assessments and internship placement</p>	<p>Positive feedback and enthusiasm from students as well as positive test scores</p> <p>100% engagement, positive skill assessments and 100% internship placement</p>	<p>Continue to seek dynamic, culturally diverse speakers</p> <p>Continue to look for ways to employ shadowing and kinesthetic learning to create positive interactions and cultural awareness</p>
<p>Mathematics and Computer Science Club that provides activities that creates awareness of historical, cultural, and milestones in the areas of mathematics and computer sciences.</p> <p>Faculty host holiday celebrations in which they share food and personal cultural highlights. This provides a sense of pride and sharing among faculty with diverse origins.</p>	<ul style="list-style-type: none"> i. Number of students participating in the monthly club meetings. ii. Number of capstone projects generated from club activities iii. Number of expository or research projects generated from club activities. iv. Number of faculty participating in the holiday celebrations. 	<ul style="list-style-type: none"> a. Student Satisfaction Surveys suggesting that the club activities were beneficial to understanding the wide range of outlets and impacts in mathematics and computer science. b. Faculty mention during faculty meetings and faculty/chair evaluations that activities that bring them together to understand one another assists them in working better on other professional curriculum and research projects. 	<p>More funding to take students and faculty on trips to NIST, NSA, NASA, etc. to expose students to mathematics and computer science expertise in industrial.</p>
<p>Course work- didactic and experiential</p> <p>Co-curricular activities – interprofessional activities; student</p>	<p>Success on student outcomes</p> <ul style="list-style-type: none"> 1. Recognize different cultural norms 2. Be respectful of different cultures 	<p>Students achieve a 70% or higher pass rate on student outcomes</p>	<p>Need to develop assessment tools to document professional growth for co-curricular activities</p>

organization cultural awareness days	3. Incorporate a patients' belief and practices into health and wellness care plans		
Hosting special interest awareness days such as National Day of Silence, World AIDS days, Veteran's Day, Black History Month, Latino Heritage Month and Women's History Month	Number of program/activity participants	Data not available	Develop data collection instruments and surveys to acquire feedback
Securing external funding to augment student engagement opportunities and support special interests such as LGBTQ, women,	External funding secured to support initiatives	Acquired : Morehouse HBCU_CFU Behavioral Health Expansion Mini-grant \$7500 Submitted: Drug free community support grant \$625K/ 5 years	Increase funding to support special initiatives
International activities and study abroad opportunities	Number of participants in study abroad	18 students have participated in study abroad activities in Brazil, China, Kenya and Dominican Republic	Additional resources to support international travel and activities

Table 3: Report Hate-Based Crimes

UMES has a process for reporting hate-based crimes Timeline: Ongoing			
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>Strategies and Initiatives</p> <p>1. Crime Prevention and Safety Awareness Programs <i>Programs are designed to inform UMES students about the various serves offered for crime prevention and to enhance safety awareness.</i></p> <p>2. Campus-wide crime prevention services <u>Silent Watch Program</u></p>	<p>Number of crime prevention awareness seminars</p> <p>Number of informational documents disseminated</p> <p>Number of incidences reported</p>	<p>5 session were conducted</p> <p>Disseminated six times</p> <p>Incidence reports have increased from 0 to 1.</p>	<p>Additional crime prevention sessions</p> <p>Increased communication mechanisms</p> <p>Increased comfort with reporting hate-</p>

<p><i>This program is designed to provide individuals with an anonymous mechanism to report crime incidences.</i></p> <p>Campus reporting processes</p> <p>1. Reports to University Police</p> <p>The UMES Police Department encourages anyone who is the victim of, or witness to, any crime to promptly report the incident to the Police. A report to the police can empower the complainant by exercising her/his legal rights and can aid in the protection of others. UMES staff will encourage the complainant to promptly file a police report and will assist the complainant in notifying the police if requested. The police will then advise the complainant of the investigative and legal process:</p> <ul style="list-style-type: none"> • Investigations of on-campus cases are conducted by the UMES Police Department. • Investigations of off-campus cases are usually conducted by the Princess Anne Police Department or other law enforcement agency where the incident occurred. <p>2. Voluntary confidential reporting</p> <p>Police reports are public records under Maryland Law, so the UMES Police Department cannot hold reports of crime in confidence. To make an anonymous report, we encourage visiting the UMES Police Department website, www.umes.edu/Police, to access anonymous crime reporting under the</p>	<p>Number of incidences reports</p>	<p>Incidence reports have increased from 0 to 1.</p>	<p>based crimes</p>
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<p><i>Silent Watch Program.</i> THIS FORM IS STRICTLY CONFIDENTIAL. The UMES Police Department also has an anonymous crime reporting Tip-line at 410-651-8484 (ext. 8484 if on campus) From a mobile device text: UMES TIP to 50911.</p> <p>3. Reports to other campus security authorities (CSA)</p> <p>We also recognize that some may prefer to report to other individuals or University offices. The Clery Act recognizes certain University officials and offices as Campus Security Authorities. The Act defines these individuals as an “official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution.”</p> <p>4. Pastoral and Professional Counselors</p> <p>According to the Clery Act, pastoral and professional counselors who are appropriately credentialed and hired by University of Maryland Eastern Shore to serve in a counseling role are not considered Campus Security Authorities when they are acting in a counseling role. As a matter of policy, the University encourages pastoral and professional counselors to notify those whom they are counseling of the voluntary, confidential options available to them.</p>			
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Appendix

Section II: Institutional Demographic Data

UNIVERSITY OF MARYLAND EASTERN SHORE
Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2009-2010 thru 2016-2017

Table 4: UMES Student Enrollment* Fall 2009-Fall 2016 by Race/Ethnicity

Race /Ethnicity	2009-2010				2014-2015				2015-2016				2016-2017			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,439	80.6%	1,331	2,108	2,860	68.9%	1,225	1,635	3,026	70.2%	1,308	1,718	2,738	72.6%	1,184	1,554
American Indian or Alaskan Native	8	0.2%	5	3	7	0.2%	4	3	7	0.2%	6	1	9	0.2%	7	2
Asian	63	1.5%	31	32	66	1.6%	37	29	67	1.6%	35	32	47	1.2%	23	24
Hispanic/Latino	63	1.5%	26	37	85	2.0%	40	45	115	2.7%	53	62	113	3.0%	57	56
White	591	13.9%	270	321	620	14.9%	293	327	597	13.8%	294	303	510	13.5%	252	258
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	2	0.0%	0	2	2	0.0%	0	2	1	0.0%	0	1
Two or More Races	NA	NA	NA	NA	461	11.1%	197	264	454	10.5%	193	261	336	8.9%	133	203
Did Not Self-Identify	102	2.4%	39	63	50	1.2%	21	29	43	1.0%	20	23	15	0.4%	8	7
Total	4,266	100.0%	1,702	2,564	4,151	100.0%	1,817	2,334	4,311	100.0%	1,909	2,402	3,769	100.0%	1,664	2,105

*Foreign students are not included

Table 5: UMES Faculty* Fall 2009-Fall 2016 by Race/Ethnicity

Race /Ethnicity	2009-2010				2014-2015				2015-2016				2016-2017			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	120	39.7%	60	60	130	36.6%	68	62	134	38.7%	67	67	121	37.6%	62	59
American Indian or Alaskan Native	2	0.7%	1	1	4	1.1%	2	2	1	0.3%	1	0	2	0.6%	1	1
Asian	22	7.3%	13	9	36	10.1%	22	14	40	11.6%	24	16	43	13.4%	26	17
Hispanic/Latino	7	2.3%	4	3	10	2.8%	6	4	9	2.6%	5	4	10	3.1%	5	5
White	148	49.0%	82	66	166	46.8%	84	82	155	44.8%	78	77	137	42.5%	69	68
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	1	0.2%	1	0	1	0.3%	1	0	1	0.3%	1	0
Two or More Races	NA	NA	NA	NA	5	1.4%	3	2	4	1.2%	2	2	5	1.6%	2	3
Did Not Self-Identify	3	1.0%	0	3	3	0.8%	2	1	2	0.6%	1	1	3	0.9%	2	1
Total	302	100.0%	160	142	355	100.0%	188	167	346	100.0%	179	167	322	100.0%	168	154

*Foreign faculty is not included

Table 6: UMES Staff* Profile Fall 2009-Fall 2016 by Race/Ethnicity

Race /Ethnicity	2009-2010				2014-2015				2015-2016				2016-2017			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	400	74.3%	158	242	400	74.6%	175	225	403	74.8%	183	220	396	74.2%	174	222
American Indian or Alaskan Native	3	0.6%	0	3	3	0.6%	1	2	3	0.6%	1	2	3	0.6%	1	2
Asian	4	0.7%	1	3	9	1.7%	4	5	8	1.5%	4	4	8	1.5%	4	4
Hispanic/Latino	7	1.3%	3	4	12	2.2%	6	6	11	2.0%	7	4	11	2.1%	6	5
White	119	22.1%	69	50	104	19.4%	55	49	108	20.0%	59	49	107	20.0%	60	47
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	4	0.7%	2	2	4	0.7%	2	2	5	0.9%	3	2
Did Not Self-Identify	5	0.9%	3	2	4	0.7%	4	0	2	0.4%	2	0	4	0.7%	2	2
Total	538	100.0%	234	304	536	100%	247	289	539	100.0%	258	281	534	100.0%	250	284

*Foreign staff and Graduate Teaching/Research Assistants are not included