



**Cultural Diversity Report
University of Maryland, College Park**

March, 2013

**Prepared by:
Office of Diversity & Inclusion
Office of Institutional Research, Planning and Assessment**

Cultural Diversity Report
University of Maryland, College Park
Narrative (See Appendix for Tables)

I. Institutional Plan to Improve Cultural Diversity

As stated in the University of Maryland's Strategic Plan, *Transforming Maryland: Higher Expectations*, endorsed by the University Senate on May 6, 2008, and adopted by former President Mote on May 21, 2008 (http://www.umd.edu/strat_plan/stratplan.cfm), "the University of Maryland has embraced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs." The Strategic Plan further states, "Our diversity is fundamental to our excellence and has enriched our intellectual community. The University's capacity to educate students for work and life in the 21st century and to be a leader in research and scholarship is greatly enhanced by a community that reflects the nation and world." President Wallace Loh affirmed this commitment in stating, "The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths."

For us, "cultural diversity" means attention to underrepresented racial and ethnic groups, as well as other cultural and identity groups who have been marginalized. Thus, we work to enhance the equity and inclusion of those who are economically disadvantaged; of sexual, religious, and ability minorities; and of women. We also recognize that identities intersect and that underrepresented minorities are members of multiple identity groups; thus, we take a holistic approach in addressing barriers and enhancing inclusion.

In Fall 2010, a 10-year strategic plan for diversity was adopted -- *Transforming Maryland: Expectations for Excellence in Diversity and Inclusiveness, the Strategic Plan for Diversity at the University of Maryland* (http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf). The plan sets forth goals and strategies in six core areas: Leadership; Climate; Recruitment and Retention (of outstanding faculty, staff and students); Education; Research and Scholarship; and Community Engagement. In January 2012, the university's first Chief Diversity Officer (CDO) and Associate Vice President, Dr. Kumea Shorter-Gooden, joined the staff as head of a newly constituted Office of Diversity & Inclusion (ODI). The CDO is charged with implementation of the Strategic Plan for Diversity. In May 2012, a university-wide Diversity Advisory Council, which includes students, staff (exempt and non-exempt), and faculty, was first convened. The Council provides advice and guidance to the CDO in the implementation of the Plan.

In Spring 2012, the Office of Diversity & Inclusion launched a diversity and inclusion pilot grant program, called Moving Maryland Forward, which provides up to \$15,000 for academic or administrative units or registered student groups to implement a project that aligns with one or more of the goals of the Strategic Plan for Diversity. Out of 42 applicants, 11 projects were funded for 2012-13. The funded programs include an Admissions outreach program to underrepresented students and their counselors in Baltimore County; programs that support the success of underrepresented minority students; a learning community to enhance the capacity of instructors to infuse multicultural material and relevant pedagogy into their courses; an inclusive language campaign in the residence halls; and a public arts project with the neighboring College Park community. The grant program aims to engage the broad campus community around issues of equity, diversity, and inclusion; to acknowledge the different needs, challenges, and opportunities in different parts of the university; and to garner buy-in and ownership with regards to the University's diversity agenda.

Another major project of the Office of Diversity & Inclusion is the work of the Chief Diversity Officer and the Equity Administrators (who represent all Colleges, Schools, and Divisions and who provide guidance and checks and balances with respect to equity and diversity in the search and selection process) to revise the search and selection procedures for faculty and exempt staff. The goal is to develop procedures that reflect current best practices in recruiting and hiring a diverse, qualified workforce (see tables 1 and 2 for current faculty and staff numbers). We expect to complete this process, with recommendations for changes to the President, in the latter part of 2013.

We are demonstrating success in a number of areas: The University is one of the nation's most diverse campuses (see Tables 3 and 4). Thirty-eight percent of our undergraduates are persons of color, and almost 3900 international students are currently pursuing undergraduate and graduate degrees. Maryland's rise in academic stature has gone hand-in-hand with, and has been accelerated by, its increasingly diverse community of students, faculty, and staff.

Another example of our success is that the University is one of the top producers of minority STEM degrees at both the undergraduate and graduate levels. In 2012, *Diverse Issues in Higher Education* ranked the University among the top 20 universities awarding undergraduate degrees in the following disciplines: Biology and biomedical science; computer and information science; and engineering. Similarly, *Diverse Issues* ranked the University among the top 20 producers of doctoral degrees in computer and information sciences, engineering, and mathematics and statistics.

Additionally, we are making significant headway in closing the achievement gap between underrepresented undergraduate minority students and the undergraduate student body as a whole. For example, for the class that matriculated in Fall 2006, the gap in the 6-year graduation rate between African American males and all male students was at an all-time low of 11.4%. For Hispanic students, the gap for the same class is %.

We are continuing to address the achievement gap for underrepresented minority male students, and we are also turning our attention to the relatively low promotion and tenuring rates of Black/African American and Hispanic faculty. A task force will be launched in 2013 to develop strategies to address this problem.

We are also working on improving the experiences of non-exempt staff, in the wake of the *Report of the Black Faculty and Staff Association* (April 2011) and the *Report of the Human Resources Working Group* (September 2011) on the problems experienced by our culturally and linguistically diverse non-exempt staff, particularly in Facilities Management and Residential Facilities. We are concerned about difficulties that some non-exempt staff experience in resolving conflicts with supervisors, accessing university resources and information, and participating in shared governance. A number of recommendations from these reports were implemented in 2011-12, and in Summer 2012, an Inter-divisional Working Group was convened by the President to follow-up and make additional recommendations with respect to the full inclusion of non-exempt staff throughout the university. These additional recommendations will be implemented in 2012-13.

To evaluate our progress with respect to cultural diversity, we rely on numerical data on representation, retention, graduation, and tenuring. Additionally, we are planning to develop a climate assessment, likely to be administered in 2013-14, that will provide information on the experiences of diverse students, staff, and faculty. These data will move us beyond simply

counting and help us to better understand and address factors that can enhance the success of diverse groups.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

The University of Maryland is committed to fostering an inclusive community and aggressively recruiting diverse and underrepresented individuals to our student population, administrative staff, and faculty. Following we detail our major initiatives in each of these three areas.

Traditionally Underrepresented Students

To increase the number of students of color who choose to apply and ultimately to enroll at the University, the Office of Undergraduate Admissions utilizes a multi-tiered strategy that focuses on: (1) outreach (for example, hosting a College Access Conference; (2) recruitment (for example, holding recruitment program sessions and tours in Spanish); (3) strategies to monitor and review applications from underrepresented students; and (4) yield strategies (for example, an overnight program that targets underrepresented students who have been admitted). All Admissions staff participate in these efforts, and an Assistant Director of Admissions and Diversity Initiatives provides leadership.

In addition, we have a number of targeted programs that address underrepresented student recruitment, retention, and graduation:

The **Maryland Pathways Program** guarantees that every student who is a Maryland resident from a family whose income is below the poverty line can graduate debt-free. Students' Fall and Spring semester tuition, fees, room, and board charges are supported through federal, state, and institutional grants. These students, many of whom are the first in their families to attend college, are required to work up to 10 hours per week, maintain a full course load and remain in good academic standing. In 2011-12, over 354 students qualified. Fifty-eight percent of the students were first generation, and 54% were underrepresented minorities. The median family income was \$18,632, with 99% of the students coming from families with annual incomes of less than \$40,000.

The **Academic Achievement Programs (AAP)** are designed to support low-income, first-generation students and prepare them for successful academic careers. The Academic Achievement Programs include the state-funded Intensive Educational Development program and the Summer Transitional Program and three federally funded TRIO programs--Student Support Services, Educational Opportunity Center and the Ronald E. McNair Post-Baccalaureate Achievement Program. These programs provide academic and counseling support to aid in the retention and graduation of at-risk students. AAP students receive intensive supplemental instruction, tutoring, and academic advising services during their first two years, prior to major selection. AAP provides skills-focused as well as career and graduate school exploration workshops during the upper-class years through graduation. The McNair program provides preparation for and assistance with admission to graduate school through a series of graduate school-related workshops, faculty-guided research training, and conference research presentation opportunities. In 2011-12, 101 students were part of AAP.

The **Office of Multi-Ethnic Student Education (OMSE)** serves undergraduate students with academic support programs in order to increase rates of matriculation, retention, graduation, and

overall GPA. The majority of the students are American Indian, Asian American, African American, Hispanic, and multi-racial. Some signature programs are:

- College Success Scholars (CSS) provided structured, comprehensive support for 111 Black and Hispanic/ Latino males during 2011-12. CSS includes a six-week summer bridge program prior to first-year matriculation, as well as a year-round program.
- The Soaring Achievers Program was developed to support Black and Hispanic/Latino males who were not enrolled in other University programs during their first year of admission to the University of Maryland. There were 15 Black and Hispanic/Latino males enrolled during 2011-12
- La Familia is a peer mentoring program that served 16 Hispanic/Latino undergraduates in FY12. The program created a strong net of support and collegiality among first-year Hispanic/Latino students as they advanced in their college experience.
- Sister2Sister supported the personal, professional, and academic goals of 28 undergraduate multi-ethnic females in FY12. This program provided on- and off-campus professional and academic resources, service-learning opportunities, and study sessions.
- OMSE Academic Excellence Society, which recognizes, fosters, and rewards academic excellence among multi-ethnic students with a 3.5 GPA or higher, inducted 49 students, bringing our total roster to 236 members in 2011-12.
OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 1,451 students. The Tutorial Program, a free peer tutorial program, had record-breaking numbers during 2011-12. OMSE served over 1000 pre-college students through our K-12 pipeline programs, including the Native American Indian Symposium, Prince Georges County ESOL Middle School outreach, and hosting over 300 students at the request of the Office of University Admissions.

The **Center for Minorities in Science and Engineering (CMSE)** offers programs and activities that provide academic, professional and personal support and guidance to underrepresented students. In 2011-12, CMSE received the National Society of Black Engineers/Exxon Mobil Impact Award in recognition of its success in retaining underrepresented students in engineering programs.

Programs provided by CMSE include:

- The Winter Student Leadership Retreat (WSLR) partners with public and private sector employees to engage underrepresented STEM majors in two days of professional workshops and leadership development activities. Forty-nine students from the University of Maryland participated in 2011-12.
- The University System of Maryland Louis Stokes Alliance for Minority Participation (USM LSAMP) is funded by the National Science Foundation and the University. It assists students in developing skills and strategies to guarantee their success in the STEM fields. One hundred twelve undergraduate students participated in LSAMP programs in 2011-2012 (90 Black/African American, 21 Hispanic, 1 White; 37 females), and 26 students earned STEM degrees. LSAMP Programs include:
 - Summer Bridge Program: A five-week program that gives students a head start on their first year. Students take a math course, a chemistry/college success workshop, register for the fall semester, learn about campus resources and interact with staff and faculty.
 - Academic Year Advising and Tracking: Coordinators monitor grades and regularly meet with LSAMP students to discuss academic progress and success strategies.
 - LSAMP Undergraduate Research Program (URP): URP students receive stipends, participate in undergraduate research with university faculty, attend seminars/workshops on academic research and applying to graduate school, and present their findings at the annual Undergraduate Research Symposium.

- Graduate Student Fellowship: Provides funding and support to students who graduated from an LSAMP institution.

The **University of Maryland Incentive Awards Program (UMIAP)** recognizes young people from Baltimore City and Prince George's County high schools who have faced adverse life circumstances and prevailed. Its purpose is to promote achievement, community involvement and leadership among students who have demonstrated uncommon persistence, maturity and solid academic performance. Through a combination of financial aid resources and scholarships, the students' tuition, fees, room and board are supported for four years. Throughout the four years, students attend regular community meetings and individual meetings with staff members, and participate in community service projects, retreats, and social excursions. UMIAP staff provide ongoing professional coaching, and faculty/staff mentors and peer mentors are assigned to each student to offer guidance and support. There are 17 students in each UMIAP cohort.

The University of Maryland's **Student Success Initiative (SSI)** was developed through the Office of the Vice President of Student Affairs and is comprised of three distinct but overlapping strategies, all of which are meant to foster a culture of academic excellence and professional success amongst African American male undergraduates.

1. Virtual community development – Consists of the development of a dynamic interactive social website, Facebook page, Tumblr page, Twitter account, and an E-Newsletter.
2. Formation of the Student Empowerment Project (STEP) - STEP is composed of African American male student leaders from across the University who have devoted themselves to promoting the message of academic excellence and professional success.
3. Direct Outreach - SSI uses institutional data to identify students who are in need of support and seeks to make personalized direct contact with them, encouraging them to remain in school while offering students assistance in three key areas -- academic, financial aid, and mental health. SSI refers identified students to established partners within the three key areas and within the student's home college for additional support.

Traditionally Underrepresented Faculty and Administrative Staff

The Chief Diversity Officer and the Associate Provost for Faculty Affairs are partnering in addressing issues related to the underrepresentation and disparities in retention and tenuring rates of underrepresented minority faculty. As mentioned earlier, we are planning to launch a task force to focus specifically on this issue. A task force on Appointments, Promotion & Tenure (APT), which is currently revising the APT criteria and process, is considering how the diversity of faculty and the diversity of faculty research and scholarship impacts the equity of the APT process.

The NSF-funded ADVANCE Program for Inclusive Excellence, which is in the third of five years, has a number of initiatives that are aimed at enhancing the retention, tenuring, and promotion of women faculty, including initiatives that specifically target women faculty of color. For example, there are two senior tenured women faculty of color -- one in the STEM disciplines and one in the non-STEM disciplines -- who provide mentoring and support to junior women faculty of color. As part of the ADVANCE program, in 2011-12, we developed the plans for a Leadership Fellows Program. The Leadership Fellows Program (begun in 2012-13 with 19 Fellows) aims to engage more women and faculty of color in leadership positions. This program is open to men and women from majority and minority groups and includes diversity education as an important underpinning of the program. This pilot effort will be evaluated, revised as necessary, and continued in subsequent years.

III. Efforts to Create Positive Interactions and Cultural Awareness

We are committed to fostering dialogue and collaboration among people of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all. We have a number of initiatives designed to promote faculty and staff cultural awareness, curricular diversity, and cultural diversity in co-curricular programming. These initiatives are detailed below:

Cultural Training Programs for Faculty and Staff

In 2011-12, we developed plans for various faculty and staff cultural training programs which launched in 2012-13, including the previously mentioned Leadership Fellows Program. Orientations for new faculty and new faculty administrators (Department Chairs and Directors) now integrate attention to diversity issues. In addition, the University Human Resources Office launched a pilot two-and-a-half-day training program for staff supervisors in Fall 2012, with some limited attention to diversity issues. This training will be revised to include greater attention to diversity issues when it is re-launched for all University supervisors in Summer/Fall 2013.

Curricular Initiatives – General Education

In Fall 2012, a new General Education program began with a more expansive definition of the diversity requirement and a change from one required course to two. Students under the new program must take either two Understanding Plural Society courses (UP), or one UP and one Cultural Competence course. The definitions are listed below:

Understanding Plural Societies courses recognize that life in a globally competitive society of the 21st century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation or function of plural societies.

Cultural Competence courses provide opportunities to gain an increased understanding of cultures and cultural practices, while learning to communicate effectively across cultural differences in a diverse society and world. This diversity category reflects a developmental, on-going process through which students learn about the lived experiences of individuals as members of socio-cultural groups and the complex interactions between groups. Cultural Competence courses emphasize acquisition of new knowledge, thoughtful consideration of issues of equity and justice, critical thinking, self-reflection, empathy, engaged global citizenship, and the development of skills necessary to work effectively with individuals, groups, and teams from diverse identities and perspectives.

In 2011-12, the **Office of Diversity Education & Compliance (ODEC)**, which provides multicultural awareness and education programs for faculty, staff, and student, offered 30 inter-group dialogues through the Words of Engagement: Intergroup Dialogue Program, including a dialogue in real-time via Skype with students at a university in India. The dialogue courses have now been accepted as meeting the requirements of the new General Education Cultural Competence courses.

Curricular Initiatives – Formal Academic Programs

In addition to General Education, the University has a multitude of formal academic programs that address aspects of cultural diversity. A number of these programs address populations – such as African Americans, women, Asian Americans, Latinas/Latinos, and the Jewish and LGBT communities – that have been excluded from full participation in American society. These programs provide learning experiences for individuals who are not part of these identified populations and others who are interested in gaining greater knowledge of their own culture and history:

The **Department of African American Studies** offers both a bachelor's degree, with specializations in cultural social studies or in public policy, and an undergraduate certificate. The department also offers graduate level courses.

The **Department of Women's Studies** offers a range of programs for undergraduates and for graduate students that highlight the intersections of race, class, gender, and other dimensions of difference.

Asian American Studies is an interdisciplinary program that examines the histories, communities, and cultures of Asian Americans as both distinctive from and connected to the broader themes of diversity, ethnicity, race, gender, and migration in the Americas. The program offers an undergraduate certificate and an undergraduate minor for students.

The **U.S. Latina/o Studies Program** offers a minor in U.S. Latina/o Studies, and centers its intellectual and public service activities on Latina/o issues within the historical, contemporary, and regional Latino settlement communities in the United States. The program is interdisciplinary in scope and research, and it is community-oriented.

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies Program** offers an undergraduate certificate and a minor. In addition to courses and programs of study, their annual lecture series is a showcase of leading figures in LGBT and sexuality studies, speaking on subjects as diverse as transgender history, LGBT law and politics, and the complex interrelationships of religion, race, and sexuality.

The **Jewish Studies Program/Meyerhoff Center** offers undergraduate and graduate degree programs, and encourages research and provides instruction about the history and culture of the Jewish people from earliest times to the present day. Every semester between 500 and 600 students enroll in Jewish Studies courses.

The **Department of American Studies** offers degree programs at the bachelor's, master's and doctoral levels. The department explores the cultures of everyday life as well as the cultural constructions of identity and difference through the areas of ethnography and life writing, literature and society, material culture, popular culture and media studies, cultural landscapes, race and intersectionality, foodways, and body and sexuality.

The **School of Music** has a graduate program in Ethnomusicology which explores musical cultures from around the globe. In addition to offering academic courses and programs, the School also sponsors performances, including ensembles in World Music, such as an African Drum Ensemble, Gamelan Saraswati (focusing on the music of Bali), a Japanese Koto Ensemble, and a Korean Percussion ensemble.

The **Latin American Studies Center** in the College of Arts and Humanities offers courses on Latin America and the Caribbean and houses the Undergraduate Certificate in Latin American Studies. The Center also sponsors study abroad courses (in Argentina, Brazil, Ecuador, as well as Central America and the Caribbean), and has a rich research and conference agenda on a range of subjects, including Latin American culture, democracy, governance, civil society, literature, and ethnicity.

The **School of Languages, Literatures, and Cultures (SLLC)** within the College of Arts and Humanities offers a range of programs and courses framing the study of diversity. It offers formal courses (language training, linguistics, translation, and literary-cultural studies) and academic programs in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Romance Languages, Russian, and Spanish, as well as training in second language acquisition. The self-instructional foreign languages program (FOLA) provides additional language training in Turkish and Urdu. In addition, SLLC is the home of two institutes. The goal of the **Center for East Asian Studies** is to expand the University's East Asian curriculum, library resources, and teaching materials

The **Roshan Cultural Heritage Institute, Center for Persian Studies** is the first academic center focused on the Persian-speaking cultures in Iran, Afghanistan, and Central Asia, as well as the Persian-speaking diaspora communities around the globe.

The **Global Studies Minor Program** helps participants understand how and why interactions across national and ethnic borders are shaped by language, culture, politics, economic development, and conflict. Interdisciplinary minors that belong to the program include International Development and Conflict Management, International Engineering, Global Poverty, and Global Terrorism.

Education Abroad offers students a wide range of credit-bearing international programs, ranging in length from one week to one academic year. Students are strongly encouraged to pursue study abroad opportunities in countries outside Western Europe and Australia. It is expected that we will continue to exceed national averages for participation in study abroad among African-American, Asian and Hispanic students.

Curricular Initiatives – Non-Degree Programs

The University also supports a range of programs that do not lead to a formal degree or certificate but, either alone or in connection with existing academic programs, offer experiences and opportunities related to cultural diversity, enhance the awareness of our community about diversity issues, or provide our faculty, staff, and students with valuable exposure to diverse cultures and unfamiliar social contexts. A few important examples of program developments are highlighted below.

Undergraduate education at the University is enhanced by living-learning environments that foster global awareness and intercultural interaction. The Global Communities living-learning program offers an innovative two-year curriculum focused on intercultural interaction and experiential learning. The Jiménez-Porter Writers' House offers students a literary center for the study of creative writing across Spanish- and English-speaking cultures and languages.. As another example, the College Park Scholars International Studies program is founded on the belief that understanding political structures, forces, and processes is crucial to interpreting international relations and global events. Finally, the Language House Immersion Program provides a way for students to develop communication skills in both academic and daily life settings, and to acquire an appreciation of the specific historical, geographical, and sociological world of the target culture(s). Ten language clusters are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Persian, Russian, and Spanish.

The **David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora** honors the legacy of David C. Driskell - Distinguished University Professor Emeritus of Art, Artist, Art Historian, Collector, and Curator - by preserving the rich heritage of African American visual art and culture. The Driskell Center is committed to collecting and documenting the contribution of African American artists and presenting African American art, nationally and internationally. In 2011-12, the Center's exhibition program included *African American Art Since 1950: Perspectives from the David C. Driskell Center*, an exhibition which traveled to four venues nationally. The Center thrives to educate future generation about African American art by providing work opportunities for students; the Center employs about 15 students, on average, each semester.

The **Office of Diversity Education and Compliance (ODEC)**, which was mentioned earlier in the section on General Education, offers workshops and trainings to campus units and constituents in the areas of Sexual Harassment Prevention, Cross-cultural Communication, Conflict Resolution, and Workplace Diversity. ODEC collaborated with the LGBT Equity Center to offer tailored training on LGBT issues and compliance. Through ODEC's leadership, UM was one of the 32 higher education institutions in the country selected to participate in the Association of American Colleges & Universities (AAC&U) Global Education for a Global Century Project launched in 2011.

Co-Curricular Cultural Programs

To promote diversity outside the classroom, to promote equity at all levels, and to advance a climate of inclusiveness, the University has developed a network of offices, organizations, and programs for faculty, staff, and students.

The **Nyumburu Cultural Center** offers academic, social, and cultural support and programs for Black/African American students as well as the entire campus community. Nyumburu does this through an array of events and initiatives, by sponsoring numerous student organizations, and by providing a space for gathering and connecting. The **Black Male Initiative Program (BMI)** of Nyumburu promotes scholarship, brotherhood, retention, and overall graduation of Black/African American males at the University of Maryland. Two-hour monthly meetings, voluntary weekly study halls, and BMI Movie Nights address academic concerns and challenges, as well as nonacademic issues related to culture, finances, career aspirations, recreation, spirituality, and mental health. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support throughout the year. Six BMI Meetings were held during academic year 2011-12. Average attendance was 18 Black/African American males per meeting. Additionally, average attendance at six BMI Movie Nights was five BMI students.

Multicultural Involvement and Community Advocacy [MICA] is a unit within the Adele H. Stamp Student Union—Center for Campus Life. It promotes the intellectual, personal and social development of all students by creating opportunities for them to explore issues pertaining to diversity and multiculturalism. MICA's student engagement efforts are organized around four functional areas: *Advising; Education; Advocacy; Assessment & Research*. It provides opportunities and spaces that affirm students and their identities, build inclusive communities among diverse members, and create social change locally, nationally and globally. MICA encourages students to participate in both culturally specific and cross-cultural involvement and leadership experiences.

- In FY 12, MICA advised and supported over 100 student organizations, including 41 Asian Pacific American (APA), 31 Black, 20 Latina/o, and 11 LGBT, 1 American Indian, and 1 Multiracial/Biracial student organization.

- Ninety-six students were enrolled in five Identity-based diversity and leadership classes offered in conjunction with Leadership and Community Service Learning Programs and the College of Education.
- Efforts supporting history/heritage theme celebration months resulted in 17 events for Asian Pacific American Heritage Month, 14 for Black History Month, 30 for Latino Heritage Month, 27 for Pride Month, 7 American Indian Heritage Month, and 14 for Mixed Madness Month (multiracial/biracial).

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center** works for a vision of UM as a fully equitable community that empowers innovators and agents of social justice for lesbian, gay, bisexual, transgender, and queer people. Through its leadership and assistance to all campus units since its founding in 1998, the Equity Center's excellence led to the spring 2012 recognition of UM by the Huffington Post and Campus Pride as one of the top 25 LGBT-friendly campuses in the United States. The Center pays particular attention to intersectional work with students of color and units that serve students of color. Key programs of the Center include:

- Rainbow Terrapin Network: 194 people completed membership training, up from 91 the previous year. A training program for facilitators was initiated to help keep up with increased demand.
- The Speakers Bureau peer education program reached over 1,100 students.
- Lavender Graduation recognized 58 graduates, up from 28 the previous year.
- Academic courses offered through the LGBT Studies Program include LGBT People and Communication; Internships in LGBT Community Organizations; and LGBT Facilitation and Leadership Skills in LGBTQA Organizations.

IV. Other Central Diversity Initiatives

The University has four President's Commissions (on Disability Issues, Ethnic Minority Issues, LGBT Issues, and Women's Issues) that work to enrich the campus and to foster a fruitful work and learning environment by advocating for inclusive practices. To this end, they address the concerns of their constituency on the campus by: 1) investigating and studying issues related to equity and full inclusion; 2) communicating and collaborating with other campus units; 3) educating the broader campus community; 4) advocating on behalf of the constituency; 5) recommending policies and programs; 6) advising the President on issues of concern; and 7) celebrating campus champions.

The chairs of the four President's Commissions serve on the University-wide Diversity Advisory Council and work closely with the Chief Diversity Officer.

**Programs of Cultural Diversity
University of Maryland, College Park
Appendix**

Table 1

Faculty									
Former Federal Race Coding	Fall 2008				Fall 2009				
	#	%	Male	Female	#	%	Male	Female	
American Indian:U.S.	1	<1%	1	0	4	<1%	2	2	
Asian:U.S.	354	9%	237	117	385	10%	264	121	
Black/African-American:U.S.	191	5%	79	112	189	5%	80	109	
Foreign	458	12%	345	113	458	11%	345	113	
Hispanic:U.S.	103	3%	56	47	98	2%	53	45	
Unknown:U.S.	135	3%	73	62	161	4%	92	69	
White:U.S.	2,625	68%	1,624	1,001	2,701	68%	1,664	1,037	
Total	3,867		2,415	1,452	3,996		2,500	1,496	

Faculty												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	3	<1%	2	1	5	<1%	4	1	6	<1%	5	1
Asian:U.S.	439	11%	291	148	445	10%	293	152	470	11%	309	161
Black or African American:U.S.	177	4%	81	96	177	4%	78	99	194	4%	78	116
Foreign	484	12%	354	130	509	12%	368	141	520	12%	362	158
Hispanic:U.S.	106	3%	54	52	131	3%	70	61	135	3%	72	63
Unknown:U.S.	193	5%	114	79	251	6%	147	104	317	7%	188	129
White:U.S.	2,713	66%	1,665	1,048	2,713	64%	1,681	1,032	2,720	62%	1,675	1,045
Native Hawaiian or Other Pacific Islander:U.S.					4	<1%	2	2	2	<1%	2	0
Two or More:U.S.	8	<1%	4	4	13	<1%	6	7	23	1%	11	12
Total	4,123		2,565	1,558	4,248		2,649	1,599	4,387		2,702	1685

Table 2

Staff									
Former Federal Race Coding	Fall 2008				Fall 2009				
	#	%	Male	Female	#	%	Male	Female	
American Indian:U.S.	26	<1%	14	12	22	<1%	14	8	
Asian:U.S.	591	6%	252	339	599	7%	267	332	
Black/African-American:U.S.	1,534	17%	651	883	1,436	16%	613	823	
Foreign	1,527	17%	923	604	1,519	17%	923	596	
Hispanic:U.S.	457	5%	152	305	473	5%	160	313	
Unknown:U.S.	491	5%	229	262	504	6%	246	258	
White:U.S.	4,576	50%	2,180	2,396	4,532	50%	2,172	2,360	
Total	9,202		4,401	4,801	9,085		4,395	4,690	

Staff												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	21	<1%	12	9	22	<1%	12	10	21	<1%	12	9
Asian:U.S.	609	7%	272	337	606	7%	270	336	585	6%	256	329
Black or African American:U.S.	1,364	15%	575	789	1,399	15%	600	799	1,436	15%	642	794
Foreign	1,498	17%	930	568	1,532	17%	970	562	1,526	16%	963	563
Hispanic:U.S.	504	6%	167	337	540	6%	184	356	583	6%	215	368
Unknown:U.S.	553	6%	280	273	631	7%	303	328	736	8%	343	393
White:U.S.	4,444	49%	2,203	2,241	4,417	48%	2,190	2,227	4,340	47%	2,186	2,154
Native Hawaiian or Other Pacific Islander:U.S.	3	<1%	2	1	7	<1%	6	1	6	<1%	6	0
Two or More:U.S.	38	<1%	18	20	49	1%	20	29	63	1%	22	41
Total	9,034		4,459	4,575	9,203		4,555	4,648	9,296	100%	4,645	4,651

**Programs of Cultural Diversity
University of Maryland, College Park
Appendix**

Table 3

Undergraduate								
Former Federal Race Coding	Fall 2008				Fall 2009			
	#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	82	<1%	38	44	72	<1%	29	43
Asian:U.S.	3,857	15%	2,063	1,794	4,041	15%	2,146	1,895
Black/African-American:U.S.	3,470	13%	1,481	1,989	3,299	12%	1,436	1,863
Foreign	548	2%	282	266	598	2%	311	287
Hispanic:U.S.	1,558	6%	697	861	1,637	6%	728	909
Unknown:U.S.	1,869	7%	897	972	1,523	6%	755	768
White:U.S.	15,091	57%	8,317	6,774	15,372	58%	8,554	6,818
Total	26,475		13,775	12,700	26,542		13,959	12,583

Undergraduate												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	47	<1%	22	25	40	<1%	23	17	35	<1%	17	18
Asian:U.S.	4,012	15%	2,125	1,887	3,978	15%	2,139	1,839	3,957	15%	2,168	1,789
Black or African American:U.S.	3,195	12%	1,415	1,780	3,256	15%	1,444	1,812	3,220	15%	1,414	1,806
Foreign	633	2%	333	300	727	3%	370	357	799	3%	398	401
Hispanic:U.S.	1,927	7%	904	1,023	2,022	8%	940	1,082	2,102	8%	978	1,124
Unknown:U.S.	858	3%	495	363	900	3%	488	412	863	3%	450	413
White:U.S.	15,468	57%	8,607	6,861	35	<1%	23	12	14,684	55%	8,214	6,470
Native Hawaiian or Other Pacific Islander:U.S.	37	0%	26	11	15,055	56%	8,426	6,629	27	0%	13	14
Two or More:U.S.	745	3%	361	384	813	3%	378	435	851	3%	389	462
Total	26,922		14,288	12,634	26,826		14,231	12,595	26,538		14,041	12,497

Table 4

Graduate								
Former Federal Race Coding	Fall 2008				Fall 2009			
	#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	25	0%	12	13	25	<1%	13	12
Asian:U.S.	815	8%	411	404	862	8%	438	424
Black/African-American:U.S.	835	8%	313	522	783	7%	325	458
Foreign	2,511	24%	1,526	985	2,539	24%	1,518	1,021
Hispanic:U.S.	333	3%	151	182	339	3%	157	182
Unknown:U.S.	578	5%	279	299	597	6%	302	295
White:U.S.	5,428	52%	2,767	2,661	5,508	52%	2,799	2,709
Total	10,525		5,459	5,066	10,653		5,552	5,101

Graduate												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	12	<1%	6	6	18	<1%	10	8	18	<1%	9	9
Asian:U.S.	845	8%	420	425	835	8%	415	420	763	7%	387	376
Black or African American:U.S.	804	8%	345	459	813	8%	358	455	752	7%	329	423
Foreign	2,455	23%	1,487	968	2,751	25%	1,662	1,089	3,154	29%	1,782	1,372
Hispanic:U.S.	383	4%	171	212	396	4%	187	209	391	4%	193	198
Unknown:U.S.	514	5%	270	244	512	5%	264	248	462	4%	232	230
White:U.S.	5,518	51%	2,874	2,644	7	<1%	6	1	4,987	47%	2,627	2,360
Native Hawaiian or Other Pacific Islander:U.S.	5	<1%	3	2	5,316	49%	2,817	2,499	14	<1%	8	6
Two or More:U.S.	183	2%	85	98	157	1%	74	83	169	2%	80	89
Total	10,719		5,661	5,058	10,805		5,793	5,012	10,710		5,647	5,063