



UNIVERSITY *of* MARYLAND  
EASTERN SHORE

2014-2015  
INSTITUTIONAL PROGRAM  
OF  
CULTURAL DIVERSITY  
PROGRESS REPORT

April 2, 2015

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## INTRODUCTION

The University of Maryland Eastern Shore promotes, appreciates 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”. As noted in the UMES 2011-2016 Strategic Plan, *Diversity in the academic community*, is one of the major strengths of the UMES experience for students, faculty and staff. In accordance with Education §11-406, this institutional report on programs of cultural diversity provides a summary of the University’s Cultural Diversity Plan, while highlighting areas of achievement and continued improvement. The report also describes efforts to increase individuals from traditionally underrepresented groups and to create a campus environment that promotes cultural awareness for all university constituent groups.

## SUMMARY OF INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

The UMES Cultural Diversity Plan highlights three major goals for improving cultural diversity. These goals are each supported by sub-goals and key strategies designed to achieve the focused goals. The plan and progress for achieving the goals are evaluated collaboratively by university leadership through quantitative and qualitative data review. 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.

### ***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.

### ***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.

## ***Areas of Emphasis and Strategies for Implementation***

### **GOAL 1: Climate for Living, Learning and Working**

**Goal 1.A: Campus Environment** – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

### **Key Strategies**

1.A.1 - Establish or enhance systems for generating feedback from students, faculty and staff about the status of campus climate and utilize survey information in formulating future strategies.

1.A.2 - Identify practices or policies that may have negative impacts or create barriers for particular populations and develop coordinated strategies for addressing any issues identified.

1.A.3 - Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance.

1.A.4 - Increase awareness by faculty and staff regarding the needs of students with disabilities and set specific responsibilities and expectations for the enhancement of campus services and programs, including classroom experiences.

1.A.5 - Review and broaden the orientation for new faculty, staff, and students to include cultural norms, climate, services, resources and other diversity-oriented topics.

1.A.6 - Enhance residence hall diversity programs to increase participation by students.

**Goal 1.B: Learning Experiences for Diversity** - Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

### **Key Strategies**

1.B.1 - Expand student participation in programs that provide strong academic support and sense of community.

1.B.2 - Increase support for improved teaching about diversity and for teaching an increasingly diverse student body.

1.B.3 - Increase opportunities for gaining knowledge and understanding of the unique history and perspectives of non-African-American groups, including curricular enhancements and extracurricular programming, to improve the overall education experience.

1.B.4 - Promote and increase opportunities for study abroad experiences by students, including economically disadvantaged students and non-African-American groups.

## **GOAL 2: Student Access and Opportunity**

**Goal 2.A: Undergraduate Degrees Awarded** – Demonstrate continuing improvement in the number of bachelor’s degrees earned by non-African-American students.

### **Contributing Goals:**

**Goal 2.A.1: New Students** – Demonstrate continuing improvement in the number of new non-African-American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 226 (18%) of 1,237).

**Goal 2.A.2: Retention Rates** – Continue to enhance the first-year retention rate for non-African-American students. (The rate for the 2008-2009 baseline reporting year was 65 (68%) of 96.)

**Key Strategies**

2.A.1 - By racial/ethnic group, analyze numerical and percentage trends in degrees awarded, graduation and retention rates, applications, admission and yield rates, and number of new students.

2.A.2 - Engage student body to assist with recruitment of non-African-American students and to contribute to retention through academic support services. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management).

2.A.3 - Develop and/or enhance highly focused recruitment strategies aimed at non-African-American high-school students, including such initiatives as:

2.A.4 - Build partnerships with community colleges aimed at attracting non-African-American transfer students to UMES, as well as easing the transition between colleges.

2.A.5 - Expand academic support services provided by the Center for Access and Academic Success to extend services beyond the freshman year.

2.A.6 - Establish specific strategies by each school for increasing the number of degrees earned by non-African-American students; monitor and report progress annually.

2.A.7 - Extend current networks of staff, faculty, and administrators who can support and advise non-African-American students toward achievement of academic success.

2.A.8 - Establish or enhance a set of core services by each school/college and division aimed at increasing success rates of non-African-American students.

**Goal 2.B: Graduate Degrees Awarded** - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36 (41%) of 87.)

**Contributing Goal:**

**Goal 2.B.1: New Graduate Students** - Demonstrate continuing improvement in the number of new graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 55 (42%) of 131.)

**Key Strategies**

2.B.1 - By racial/ethnic group, analyze trends in the numbers and percentages of graduate degrees awarded, applications, admission and yield rates, and number of African-American new graduate students.

2.B.2 - Enhance recruitment strategies aimed at prospective African-American graduate students, including establishing positive relationships with other institutions, utilizing alumni groups in recruitment, and enhancing faculty contact with prospective graduate African-American students.

2.B.3 - Seek enhanced funding for African-American graduate student fellowships.

2.B.4 - Establish effective mentoring programs for advising and supporting African-American graduate students, aimed at increasing success rates.

2.B.5 - Develop partnerships with the National Association of Graduate and Professional Students (NAGPS) for enhancing recruitment and retention of African-American graduate students.

2.B.6 - Provide career advising and placement services for all graduate students, including those from underrepresented groups, to help improve recruitment and retention.

### **GOAL 3: Diverse Faculty and Staff**

**Goal 3.A: African-American Faculty** - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 44 (40%) of 110.)

#### **Key Strategies**

3.A.1 - Establish strategies and implementation plans by schools for increasing the number of tenured and tenure-track African-American faculty and monitor and report progress annually.

3.A.2 - Engage African-American faculty in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty.

3.A.3 - Enhance support for special opportunities in the Division of Academic Affairs to help broaden faculty diversity.

3.A.4 - Encourage enhanced professional development opportunities for all faculty.

3.A.5 - Improve communication and understanding about recent changes in tenure procedures that offer broader criteria in research, teaching, and service to enhance opportunities for all faculty.

3.A.6 - Enhance mentoring programs for tenure-track faculty.

3.A.7 - Continue and enhance early preparation workshops on tenure processes and expectations.

3.A.8 - Continue to develop an exit interview process to identify opportunities for improvement in retention of all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.9 - Increase research grant funding to expand research opportunities for all faculty.

3.A.10 - Encourage faculty to take responsibility for their professional goals and objectives (grant writing).

**Goal 3.B: Non-African-American Administrators** - Maintain the number of non-African-American, full-time executive/administrative/managerial staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

### **Key Strategies**

3.B.1 - Develop specific strategies by schools and divisions for maintaining non-African-American executive/administrative/managerial staff. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.2 - Engage non-African-American administrators in successful recruitment and professional development efforts to aid in attracting non-African-American administrative leaders.

3.B.3 - Examine recruiting practices for Executive/Administrative/Managerial staff to determine opportunities for enhancing diversity.

3.B.4 - Develop exit interview process to identify opportunities for improved retention of non-African-American administrators.

**Goal 3.C: Non-African-American Staff Members** - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22.2%) of 432.)

### **Key Strategies**

3.C.1 - Implement high-priority recommendations by Human Resource Management to attract potential employees from underrepresented non-African-Americans.

3.C.2 - Enhance staff development opportunities and succession strategies to improve upward mobility across the campus.

3.C.3 - Develop exit interview process to identify opportunities for improved retention of non-African-American staff.

3.C.4 - Evaluate retention of non-African-American staff by department; establish strategies and implementation plans at both the department and division levels to improve retention.

## ***Status of Progress on Cultural Diversity***

The University of Maryland continues to make strides toward achieving defined goals for cultural diversity in the three focal areas: 1. Climate for Living, Learning, and Working; 2. Student Access and Opportunity; and 3. Diverse Faculty and Staff.

## **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.**

**Goal 1.A: Campus Environment** – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

In an effort to determine its progress toward promoting a productive, safe and inclusive campus environment, the University developed a campus climate survey tool in 2014. Initially, the tool was piloted to a small group of faculty and staff in order to determine the quality and validity of the tool. After assessing the tool during the pilot phase, the survey administered to faculty and staff. The survey generated significant feedback. Following the completion of the survey, the Division of Institutional Research reviewed and compiled the survey data in a comprehensive report. Thereafter, the president established a Campus Climate Committee that reviewed the report and identified a list of strategies for recommended action by the university's leadership team.

In Spring 2014, the university launched its "Hawkspitality" campaign to increase awareness about the university's core values of "integrity, commitment, accountability, respect and excellence (ICARE)" and to improve customer service campus-wide. A key component of the "Hawkspitality" campaign is the creation of mechanisms to solicit feedback from university constituents about customer service experiences. These mechanisms include strategically placed comment boxes and a dedicated customer service email address where concerns may be addressed. Both the comment boxes and email address are monitored on a consistent basis. The information received is used to improve, or reinforce, positive customer service experiences on campus.

The university has undertaken a review of its institutional policies and procedures. The purpose of this ongoing process is to identify policies that need to be updated in alignment with new policies, rules, or regulations of the University System of Maryland, and to identify policies that may have negative impacts or create barriers for particular populations. For example, in Fall 2014, the University overhauled its sexual misconduct policies and procedures in response to revised USM policies governing this matter so that campuses like ours within the USM were eliminating barriers for victims and alleged perpetrators of sexual misconduct.

To enhance the residential living environment at UMES, the Office of Residence Life has implemented a variety of strategies and programs to enhance diverse programming in the residence halls. The Coordinator of the Paraprofessional Program maintains and archives all student and staff sponsored activities and works collaboratively with Area Directors to implement the programmatic slate for the unit. The Residence Life team has focused energy on a variety of programmatic ventures to reveal the hidden talents of residents, provided venues for expression on numerous topics of interest, taught coping skills for challenging situations to minority groups and delivered outlets adequate to applying out-of-class acquired knowledge to day-to-day life expectations. Residence Life placed strong emphasis on inclusiveness related to diversity and accommodating Americans with Disabilities.

Illustrations of a few related initiatives which have occurred throughout the residential arena most recently follows. They are typical of those which have spanned the period of review since the plan's original formulation.

- Safe Zone Training: Collaborated with Counseling Services to better equip staff on issues of the LGBT-Q community.



- Jazz Café: Placed special emphasis on attracting multicultural participation from the academic community to help build relationships with international residential students.
- Mentorships and Social Advisors: Continual work with the DESOPADEC Nigerian Study Program to transition them to graduate schools and professional employment...
- Out of Many, One People: Information session for non-Caribbean residents about the fundamental purpose of the Caribbean International Club.
- Pink Lips and Blue Hearts: To be able to educate residents about insecurities associated with skin color, weight and hair and how to overcome negative stereotypical viewpoints.
- Collaborations with the Center for International Education on events i.e. Ethnic Fairs and Cultural Diverse Open House.
- Extend a Hand: To be able to teach residents about poverty on the Eastern Shore, understanding the values of ethnographies-discussion.
- The Skin We're In: To be able to help students identify similarities in cultural backgrounds.
- Why Do You Care? To be able to help residents learn how to deal with diversity (customs and standards of multi-national populations).

**Goal 1.B: Learning Experiences for Diversity** – Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

UMES provides experiences for students to gain exposure to diverse cultures through classroom and experiential learning opportunities. In curriculum offerings students can learn about diverse cultures and global perspectives through guest lectures, artistic performances and cultural celebration and recognitions. Several academic departments are hosting visiting and Fulbright scholars who share their experiences and expertise in classroom settings, small group discussions, guest lecture seminars or research collaborations. Students are exposed to various cultures through activities such as cultural festivals, art exhibitions and ethnic heritage observances.

## **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 for all non-African-American students.**

**Goal 2.A: Undergraduate Degrees Awarded** – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

During the 2013–2014 academic year, 124 non-African-American students earned bachelor's degrees from UMES. The baseline data for 2008–2009 was 86. **Goal 2.A was met.**

### **Contributing Goals:**

**Goal 2.A.1: New Students** - Demonstrate continuing improvement in the number of new, non-African-American students who enter UMES as freshmen and transfers.

During the 2013–2014 academic year, 262 (30%) new, non-African-American freshman and transfer students entered UMES. The baseline data for 2008–2009 for new, non-African-American students who entered UMES as freshmen and transfers was 236 (18%). **Goal 2.A.1 was met.**

**Goal 2.A.2: Retention Rates** - Continue to enhance the first-year retention rate for non-African-American students.

During the 2013–2014 academic year, 99 of 141 (70%) non-African-American students returned for the fall 2014 semester. During the 2010–2011 academic year, 87 (65%) non-African-American students returned for the fall semester of 2011. **Goal 2.A.2 was met.**

**Goal 2.B: Graduate Degrees Awarded** - Demonstrate continuing improvement in the number of graduate degrees (including master’s and doctoral degrees) earned by African-American students.

During the 2013–2014 academic year, 74 (44%) graduate degrees (including master’s and doctoral degrees) were earned by African-American students. In 2008–2009, the baseline data was 33 of 104 (32%) degrees earned by African-American students. **Goal 2.B was met.**

### **Contributing Goals**

**Goal 2.B.1: New Graduate Students** - Demonstrate continuing improvement in the number of graduate-level (including master’s and doctoral) African-American students.

For the 2013–2014 academic year, 263 graduate-level (including master’s and doctoral) African-American students were enrolled. The baseline data for 2008–2009 was 224. Therefore, the number of graduate level African-American students increased and **Goal 2.B.1 was met.**

### **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.**

**Goal 3.A: African-American Faculty** - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty.

During the 2013–2014 academic year, 53 (40%) of 132 African-American faculty were tenured and on tenure-track. The baseline data for 2008–2009 was 48. **Goal 3.A was met.**

**Goal 3.B: Non-African-American Administrators** - Maintain the number of non-African-American, full-time executive/administrative/managerial staff.

During the 2013–2014 academic year, 24 (23%) of 106 non-African-American full-time executive/administrative/managerial staff was employed. The baseline data for 2008-2009 was 17 (25%) out of 69. Though the number of non-African Americans has increased since the baseline reporting year, the percentage has slightly declined indicating that additional strategies and efforts should be utilized to maintain this goal. **Goal 3.B was not met.**

**Goal 3.C: Non-African-American Staff Members** - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22%) of 432)

During the 2013–2014 academic year, 150 (25%) of 604 non-African-Americans were employed as staff members. The number of non-African-American staff members exceeds the baseline number and

therefore, *Goal 3.C was met.*

## SUMMARY OF EFFORTS TO INCREASE UNDERREPRESENTED GROUPS

### *Efforts to increase underrepresented students*

The Office of Admissions in collaboration with Academic Affairs is using a number of strategies to increase underrepresented student populations at UMES. One such strategy is to identify more non-African-American students to assist with campus visitations and recruitment activities in local high schools. In recent years, UMES has enhanced its partnerships with local high schools through efforts such as dual enrollment programs and forging partnerships for targeted recruitment with high schools in Prince George’s and Montgomery County. The Office of Admissions has also expanded its recruitment in Virginia, Delaware, New Jersey and Pennsylvania.

To increase the number of underrepresented transfer students, the University has engaged in activities to increase the number of articulation agreements and MOUs with community college partners. To support this expansion, the transfer recruiter devotes more time to visiting community colleges, hosted information sessions on-site and hosted Transfer Open House programs on the campus.

As retention of students is a major focal area for UMES, several initiatives have been implemented through academic schools and the Center for Access and Academic Success (CASS). Academic schools have engaged in providing tutoring to support student performance and developed school-wide retention committees. CASS offers a variety tutoring (academic and ESL) and mentoring (peer, alumni and professional staff) services for all students and is currently developing a mentoring program designed specifically to support Hispanic/Latino students.

### *Efforts to increase administrative staff and faculty members*

The University advertises in a wide range of media outlets to attract, recruit and hire a diverse faculty and staff. The University advertises in national and local publications, internet based employment sites and use networking opportunities to recruit diverse faculty and staff. The following is list of sources in which UMES advertises to recruit new diverse talent to the university.

<b>Publication Sources</b>	<b>Internet Employment Sites</b>	<b>Network Sources</b>
<i>Chronicle of Higher Education</i>	<i>Academic Careers Online</i>	<i>HBCU Schools</i>
<i>Diverse Issues in Higher Education</i>	<i>HigherEd Jobs.com</i>	<i>Department Heads at Various Universities</i>
<i>Baltimore Sun</i>	<i>TedJones.com</i>	<i>NCRE ( Rehabilitation Network)</i>
<i>Daily Times</i>	<i>CASE Website</i>	<i>ILA listserv (Social Sciences)</i>
<i>CHRIE Magazine</i>	<i>Career Builders.com</i>	<i>ALA listerve ( Library)</i>
<i>Hispanic Outlook in Higher Education</i>	<i>HBCU Connect.com</i>	<i>Black Caucus of the American Library Association (BCALA).</i>
<i>Discipline –related Employment Bulletins</i>	<i>Physical Therapy Bulletin Online</i>	<i>marylib@list.umaryland.edu</i>
<i>Washington Post</i>	<i>ACSM Job Service</i>	
	<i>IndeedJobs.com</i>	
	<i>InsideHigherEdJobs.com</i>	
	<i>MilitaryNews.com</i>	

The University seeks to retain faculty and staff by offering competitive compensation and benefits consistent with other USM institutions. Additionally, UMES offers campus recognition programs and training opportunities to demonstrate its appreciation to faculty and staff.

## SUMMARY OF EFFORTS TO CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS.

### *Faculty and Staff Training*

The Office of Human Resources offers workshops and campus events with promote positive interactions and cultural awareness. The workshops provide training on topics such as conflict resolution, civility, effective leadership and anger management to mention a few. Cultural awareness is promoted through events such as International Day, Black History Month activities, speakers, musicians and performance groups. The University also holds an annual festival on cultural diversity for faculty, staff, and students.

### *Curricular Initiatives*

The University offers 36 courses that are infused with globalization in the General Core and in discipline-specific courses. These courses include modules on the impact of various cultures on the content explored. These curriculum offerings provide students with opportunities to learn about diverse cultures for an enriched academic experience and to increase the student's ability to be more competitive in the workforce. Additionally, UMES hosts professional development workshops for current and future educators that includes sessions on working with diversity in the classroom.

### *Co- Curricular Initiatives*

Cultural awareness enhancement is provided through co-curricular experiences such as guest lectures, artistic performances and other experiential learning opportunities. Information share with media sources such as Wingspan and Insight newsletters highlight activities and programs that promote cultural awareness and positive interactions. Also students in various majors are placed internship and externships opportunities to ensure that they receive training in diverse settings. As mentioned previously academic departments host visiting and Fulbright scholars who share their experiences and expertise in classroom settings, small group discussions guest lecture seminars or research collaborations. In addition to these co-curricular activities for undergraduate students, new graduate students participate in new student orientation sessions which include diversity training and cultural sensitivity.

### *Hate-Based Crimes or Biased-Motivated Incidents*

The University of Maryland Eastern Shore experienced no campus hate-based crimes or biased motivated incidents during the reporting period.

## CONCLUSION

The Cultural Diversity Plan for the University of Maryland Eastern Shore (UMES) focuses on three main goals: 1) *Climate for Living, Learning and Working*; 2) *Student Access and Opportunity*, and 3)

***Diverse Faculty and Staff.*** Since the initial implementation of the plan the University has exhibited strong commitment to insuring that students, faculty and staff are provided experiences that increase cultural awareness and promote positive interactions. This commitment to cultural diversity is reinforced in all facets of the campus environment, academic programming, extended engagement opportunities and training programs. The University will continue its efforts to meet and exceed the goals outlined in the plan, explore new strategies to enhance cultural awareness and make data-driven decisions to make improve to the plan.

**UNIVERSITY OF MARYLAND EASTERN SHORE**  
**Institutional Program of Cultural Diversity Progress Report Data**  
**Academic Year 2008-2009 thru 2014-2015**

**Table 1: UMES Student Enrollment\* Fall 2008-Fall 2014 by Race/Ethnicity**

Race /Ethnicity	2008-2009				2012-2013				2013-2014				2014-2015			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
<b>African American/Black</b>	3,314	80.6%	1,234	2,080	3,071	71.5%	1,242	1,829	2,831	69.7%	1,186	1,645	2,860	68.9%	1,225	1,635
<b>American Indian or Alaskan Native</b>	10	0.2%	3	7	4	0.1%	3	1	4	0.1%	3	1	7	0.2%	4	3
<b>Asian</b>	60	1.5%	36	24	75	1.7%	39	36	75	1.8%	45	30	66	1.6%	37	29
<b>Hispanic/Latino</b>	53	1.3%	26	27	100	2.3%	40	60	87	2.1%	36	51	85	2.0%	40	45
<b>White</b>	502	12.2%	224	278	675	15.7%	330	345	635	15.6%	307	328	620	14.9%	293	327
<b>Native Hawaiian or Other Pacific Islander</b>	NA	NA	NA	NA	4	0.1%	0	4	3	0.1%	0	3	2	0.0%	0	2
<b>Two or More Races</b>	NA	NA	NA	NA	300	7.0%	122	178	370	9.1%	148	222	461	11.1%	197	264
<b>Did Not Self-Identify</b>	171	4.2%	74	97	66	1.5%	33	33	56	1.4%	29	27	50	1.2%	21	29
<b>Total</b>	4,110	100.0%	1,597	2,513	4,295	100.0%	1,809	2,486	4,061	100%	1,754	2,307	4,151	100.0%	1,817	2,334

\*Foreign students are not included

**Table 2: UMES Faculty\* Fall 2008-Fall 2014 by Race/Ethnicity**

Race /Ethnicity	2008-2009				2012-2013				2013-2014				2014-2015			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
<b>African American/Black</b>	119	38.6%	60	59	126	37.7%	64	62	132	37.0%	67	65	130	36.6%	68	62
<b>American Indian or Alaskan Native</b>	2	0.6%	1	1	4	1.2%	1	3	5	1.4%	2	3	4	1.1%	2	2
<b>Asian</b>	29	9.4%	18	11	31	9.3%	20	11	36	10.1%	23	13	36	10.1%	22	14
<b>Hispanic/Latino</b>	6	1.9%	3	3	10	3.0%	4	6	8	2.2%	4	4	10	2.8%	6	4
<b>White</b>	149	48.4%	78	71	158	47.3%	86	72	168	47.1%	90	78	166	46.8%	84	82
<b>Native Hawaiian or Other Pacific Islander</b>	NA	NA	NA	NA	0	0.0%	0	0	0	0%	0	0	1	0.2%	1	0
<b>Two or More Races</b>	NA	NA	NA	NA	3	0.9%	2	1	5	1.4%	2	3	5	1.4%	3	2
<b>Did Not Self-Identify</b>	3	1.0%	1	2	2	0.6%	1	1	3	0.8%	2	1	3	0.8%	2	1
<b>Total</b>	308	100.0%	161	147	334	100.0%	178	156	357	100%	190	167	355	100.0%	188	167

\*Foreign faculty is not included

**Table 3: UMES Staff\* Profile Fall 2008-Fall 2014 by Race/Ethnicity**

Race /Ethnicity	2008-2009				2012-2013				2013-2014				2014-2015			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
<b>African American/Black</b>	384	73.6%	159	225	416	75.4%	182	234	423	75.9%	189	234	400	74.6%	175	225
<b>American Indian or Alaskan Native</b>	3	0.6%	1	2	3	0.5%	0	3	3	0.5%	0	3	3	0.6%	1	2
<b>Asian</b>	25	4.8%	14	11	7	1.3%	3	4	9	1.6%	4	5	9	1.7%	4	5
<b>Hispanic/Latino</b>	5	1.0	3	2	7	1.3%	6	1	11	2.0%	8	3	12	2.2%	6	6
<b>White</b>	101	19.3%	56	41	109	19.7%	61	48	105	18.9%	58	47	104	19.4%	55	49
<b>Native Hawaiian or Other Pacific Islander</b>	NA	NA	NA	NA	0	0.0%	0	0	0	0%	0	0	0	0%	0	0
<b>Two or More Races</b>	NA	NA	NA	NA	7	1.3%	4	3	4	0.7%	2	2	4	0.7%	2	2
<b>Did Not Self-Identify</b>	4	0.8%	2	2	3	0.5%	3	0	2	0.4%	2	0	4	0.7%	4	0
<b>Total</b>	522	100.0%	235	287	552	100.0%	259	293	557	100%	263	294	536	100%	247	289

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