



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

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Narrative (See Appendix for Tables)**

I. Introduction

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." The University's policy on diversity in education programs can be found at http://www.president.umd.edu/policies/docs/iii_900a.pdf. This policy specifically refers to the importance of thoughtfully structured programs designed to support and facilitate interaction among students as part of the academic experience.

After more than a year of work and deliberations, a 30-member campus-wide steering committee comprised of faculty, staff and students completed *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). This is the first diversity strategic plan in the history of the University of Maryland and it encompasses both a vision and a roadmap for campus efforts in diversity for the next ten years. The report was overwhelmingly approved by more than 80 percent of the University Senate. In so doing, the University Senate formally embraced the concept that Maryland supports diversity programs not just because of a belief that it is the right thing to do, but also because having a diverse student body, faculty and staff, curriculum, and interactions leads to benefits for all.

The plan recognizes Maryland's significant achievements in diversity and sets forth many new goals and strategies for diversity, organized into six core areas: Leadership; Climate; Recruitment and Retention (of outstanding faculty, staff and students); Education; Research and Scholarship; and Community Engagement. Following the recommendations of the plan, the Office of the Associate Provost for Equity and Diversity was restructured and renamed University Diversity, and a new leadership position was created to head it. Last fall, the University of Maryland named Dr. Kumea Shorter-Gooden as its first Associate Vice President and Chief Diversity Officer, and she joined the campus in January 2012. Offices reporting directly to the new CDO include: the Office of Multi-Ethnic Student Education, the LGBT Equity Center, the Nyumburu Cultural Center, and the Office of Diversity Education and Compliance. The plan also calls for the establishment of a representative Diversity Advisory Council to give a central voice to the needs and visions of diverse groups at all levels of the campus community; this will be convened in Spring 2012.

The University is continuing its movement towards Fall 2012 implementation of a new general education curriculum. A key component of this new curriculum is an emphasis on diversity as measured in the concepts of (1) understanding plural societies and (2) cultural competence. Workshops were held to assist faculty in designing courses that address these issues.

UM was awarded a prestigious five-year ADVANCE grant from the National Science Foundation (NSF). The ADVANCE Program for Inclusive Excellence aims to transform the institutional culture of our University by facilitating networks, offering individual mentoring and support, and offering information and strategic opportunities for women faculty in all areas of academia. The ADVANCE Program aims to produce academic environments with assumptions, values, beliefs, policies and practices that support and generate professional growth and excellence for all faculty. Research suggests that the retention and advancement of women faculty members is greater when the institutional environment is supportive of their professional growth, values their contributions, and invests in their success.

The University is proud to be one of the nation's most diverse campuses (see Tables 1 and 2). Thirty-nine percent of our undergraduates are persons of color, and almost 3500 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. The University of Maryland is committed to fostering an inclusive community and will aggressively recruit diverse individuals to our executive, faculty, staff, and student populations. The campus has its first Asian American president of the university. In Fall 2011, the University welcomed a group of tenured/tenure-track faculty that included two Hispanics, seven Asian Americans and two African Americans. We are resolutely committed to fostering dialogue and collaboration among peoples of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all.

The University of Maryland is recognized as a leader in degree production for minority students. *Diverse Issues in Higher Education* found that for academic year 2010, the campus ranked fourth among AAU institutions in the production of doctoral degrees for African American students, and second among AAU institutions in undergraduate degrees. The campus also placed 10th among AAU institutions in the production of doctoral degrees in engineering for Hispanic students.

The University continues to work to reduce the achievement gap between all students and minority students. As reported in the December 2011 Closing the Achievement Gap Annual Report, the six-year graduation rate gap between selected minorities (African Americans, Hispanics, and American Indians) is 8.7% (Fall 2005 cohort). This represents a decline from 10.4% in the prior year. The offices and programs described above play important roles in closing these gaps. A complete description of the University's actions to close the achievement gap is found in the Institutional Achievement Gap Report submitted to USM on October 1, 2009.

The University has assigned the responsibility for developing and implementing a process for reporting hate-based crimes to its Department of Public Safety (DPS). In response, DPS has developed a formal set of hate-crime reporting rules and procedures which comply with applicable Maryland criminal law and with the federal law requirements commonly referred to as

the Clery Act; the most recent year of data available is 2010. Eight vandalism incidents reported that year (six in residence halls, two in academic buildings) were labeled hate crimes due to the nature of their content. One personal confrontation involving defaced pamphlets resulted in a suspect's arrest, and one suspect accused of verbal intimidation due to a racially based comment remains at large.

Our University addresses cultural diversity among its students, faculty, and staff populations through a web of programs, thoughtfully intertwined, to provide the intellectual climate and support structure necessary to advance its cultural diversity goals. These programs can be broadly categorized into three groups, which will be explored in this report:

- A broad array of strong and growing formal academic programs specifically designed around the study and scholarship of cultural diversity issues and covering a broad spectrum of topics, including race, ethnicity, gender issues, disability issues, LGBT issues, languages, religions, and cultures (Section II);
- A number of special programs, initiatives, experiences, and opportunities that either support the University's diversity efforts or help to enhance our community's exposure to cultural diversity issues (Section III); and,
- Offices, programs, and support activities aimed at enhancing the University's diversity and inclusiveness efforts (Section IV).

Finally, Section V provides a summary of the resources needed for initiatives that support these goals.

II. Cultural Diversity through Formal Academic Programs

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. Participation tables in the Appendix include majors, minors, and certificates where available.

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. See Table 3.

Our 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. See Table 4.

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. See Table 5.

The U.S. Latina/o Studies Program offers undergraduate degrees, 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. See Table 6.

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. See Table 7.

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. See Table 8.

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. See Table 9.

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 performance including ensembles in World Music, including an African Drum Ensemble, Gamelan Saraswait (focusing on the music of Bali), and a Japanese Koto Ensemble. See Table 10.

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. See Table 11. 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. In addition to administering the undergraduate Certificate Program in East Asian Studies, the

Center provides information on courses and public events and presents lectures, creative performances and exhibitions, scholarly conferences, and film series for the University and the community.

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. See Table 12.

The Roshan Cultural Heritage Institute, Center for Persian Studies was established in 2004 as 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 Center also seeks to strengthen the relations between UM and the surrounding communities, in the state of Maryland and the nation's capital, as well as around the world.

III. Cultural Diversity through 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 valuable exposure to diverse cultures and unfamiliar social contexts. A few important examples of program developments are highlighted below.

The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora preserves the heritage of African American visual art and culture. In FY11, the Driskell Center presented an exhibit of prints by Joseph Holston and an exhibit entitled *Double Exposure: African Americans Before and Behind the Camera*.

Education Abroad offers a variety of short term (summer, winter and spring break) semester- and year-long programs. Study abroad reached a record high for participation, increasing for the ninth consecutive year (see Table 13). Students are enrolled at a wider range of sites, with over 50% studying in non-European countries, and UMD exceeds national averages for participation in study abroad by underrepresented groups.

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, the federally funded Student Support Services (TRIO) program 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 and tutoring services during their first two years, prior to major selection. See Table 14.

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. Living in close proximity to Global Communities participants, students from both programs make important connections across disciplines and cultures. 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. Students also 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 Provost's Conversations on Diversity, Democracy and Higher Education last year focused on the current state of our diverse democracy. Panelists shared their insights and observations regarding our readiness (or not) for the country's first African-American president; conservative ideology and diversity; and the impact of demographic changes on the political process. Panelists included Donna Brazile, Lee Hamilton, Julianne Malveaux, Ray Suarez, Nadine Strossen and College Park faculty and staff. In April, CNN journalist Soledad O'Brien delivered a keynote address that launched an all-day colloquy on Diversity, Democracy, and Higher Education.

IV. Cultural Diversity Support Offices and Initiatives

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 Black Male Initiative (BMI) Program, a program sponsored by the Nyumburu Cultural Center, is dedicated to the establishment of brotherhood, scholarship, and retention of Black undergraduate males at the University of Maryland. BMI has a commitment to activism and leadership, and promotes the empowerment of Black men.

- During FY11, 1,415 Black undergraduate males were invited monthly to attend the scheduled meetings. Special mailings were sent each month to the 269 first-time newly admitted Black freshman men admitted in Fall 2010.
- A total of 44 Black /African American and one Latino male undergraduates attended the monthly meetings.
- Additionally, there were BMI activities geared towards civic engagement and bonding such as: BMI movie nights focusing on current or historical issues, community and science service projects involving Greenbelt Elementary School, Black Male Initiative Symposium on the State of Black Men/Boys in America, Haitian relief efforts, and visitations at a Prince George's County youth detention facility.

The Center for Minorities in Science and Engineering (CMSE)'s mission is to recruit, retain and graduate African American, Hispanic American and Native American students in engineering

and to ensure that there are structures in place to promote and support students in these under-represented groups. In FY11, CMSE offered the following programs and activities:

- Support of student organizations: CMSE staff members serve as advisors to three pre-professional student organizations (Black Engineers Society, the Society of Hispanic Professional Engineers, and the Student Community for Outreach, Retention, and Excellence). CMSE staff interact closely with the student leaders, monitor academic performance and mentor students. Student members of these organizations are enrolled in the School of Engineering or in the College of Computer, Mathematics and Natural Sciences (CMNS). Approximately 100-150 students attended each organizational group in FY11.
- The University System of Maryland Louis Stokes Alliance for Minority Participation (USM LSAMP) Program is designed to assist students in developing the skills and learning the strategies that will foster their success in STEM fields. The Center for Minorities in Science and Engineering of the Clark School of Engineering and the College of Computer, Mathematical and Natural Sciences share this grant with the University of Maryland Baltimore County and the University of Maryland Eastern Shore. Participating students benefit from a unique combination of academic, financial, and social support systems. Programs and activities of LSAMP are targeted to underrepresented minorities in science, technology, engineering and mathematics (STEM) majors at the University of Maryland. In FY11, 116 undergraduate students participated in LSAMP programs, including 89 Black/African American, 24 Hispanic and three students of unidentified race/ethnicity
- Community-building events: Normally 20-50 students attend each event.
- CMSE Summer Internship Program: Engineering students are employed (and mentored) by CMSE to staff summer programs. Twelve upper-level students participated in FY11.

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 multi-ethnic populations OMSE serves includes American Indian, Asian American, African American, Hispanic, and multi-racial students. Some signature programs are described below.

- College Success Scholars provided structured, comprehensive support for 124 Black and Latino males during the past academic year, directly supporting the University's efforts to close the achievement gap for this crucial population. CSS includes a six-week summer bridge program prior to first year matriculation, as well as a year-round program.
- La Familia is a peer mentoring program which served 33 Latino undergraduates in FY 2011. The program created a strong net of support and collegiality among first-year Latino students as they advance in their college experience.
- During the last academic year, OMSE created opportunities for service learning education with increasing numbers of multi-ethnic students. As a result, 93 multi-ethnic students participated in service learning, logging 268 hours of service, including the "I Can Do That" project and the Annual Terp Service Weekend.
- Sister2Sister supported the personal, professional, and academic goals of 41 undergraduate multi-ethnic females. 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 a total of 368 students.

- OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 1,702 students. The Tutorial Program, a free peer tutorial program, had record-breaking numbers during FY11, including 536 students served by almost 1600 total hours of one-on-one tutoring.

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 receive federal and state financial aid grants, and private gift support is provided in order to cover tuition, room and board for fall and spring semesters. These students, many of whom are the first in their families to attend college, are required to work 10 hours per week, maintain a full course load and remain in good academic standing. In FY11, over 500 students qualified. Fifty-one percent of the students were first generation, and 46% were underrepresented minorities. The median family income was \$21,459, with 94% of the students coming from families with annual incomes of less than \$40,000.

The University of Maryland Incentive Awards Program (UMAIP) was developed in 2001 to recognize and reward young people who want to improve their opportunities through a college education. The program is specifically targeted toward students who demonstrate academic ability, uncommon persistence and maturity despite adverse life situations. While the award is directed toward students who demonstrate a great need for financial assistance, the scholarship component is only a small part of the program. Each student receives a full, four-year scholarship, a mentor, special learning opportunities, and campus-wide support.

Each year UMIAP accepts 17 high school graduates from participating schools in Baltimore City and Prince George's County. New initiatives include a targeted intervention for all students who receive mid-term grades lower than a B. Previously this intervention was targeted only for first-year students. Students were previously required to earn a 2.7 cumulative grade-point average to maintain their standing in the UMIAP. Effective fall 2011, students must earn a 2.7 semester grade-point average. This ensures that students consistently perform at an acceptable level and helps students avoid academic disciplinary action, which can threaten their academic standing.

V. Needed Resources

The University continues to strongly support the diversity initiatives described in this report despite the difficult budget environment. Over \$1.5 million was budgeted in state appropriations and student fees in FY12 to support the OMSE, Nyumburu Cultural Center and Maryland Incentive Awards programs. In addition, individual faculty and staff members have been granted significant funding for diversity-related research projects from sources such as the National Science Foundation and the University System of Maryland Foundation. The campus is now in the fourth year of a \$2.4 million grant program that designated UM as an Asian American and Native American/Pacific Islander-serving institution. Among the inaugural class, Maryland was the only academically selective school, and the only school located on the east coast to receive this designation.

UM was awarded a 5-year, \$3.2 million NSF grant (and augmented it with a major contribution of in-kind funding from the University) to fund the ADVANCE Program for Inclusive Excellence that aims to improve rates of retention and advancement of women faculty by fostering changes in institutional culture.

However, in order to successfully achieve our diversity goals, the University needs additional resources to support the recruitment of diverse faculty and provide special faculty development and retention programs (\$3 M); develop special initiatives to close the student achievement gap (\$940 K); and enhance its student recruitment activities at the undergraduate and graduate levels, especially in the form of need-based scholarships and fellowships (\$5 M).

The \$3M in base budget funds is needed to enhance our efforts toward recruitment, development and retention of minority faculty. These funds will be used for partial salary support and competitive start-up packages for new faculty and the development of cluster hiring strategies, as well as supplemental salary and other support to provide competitive retention packages.

The plan requests \$940,000 in base budget to support efforts to close the student achievement gap, including supplemental instruction in Math and English, a program developed to ensure continuous enrollment, study abroad supplement for low-income students, a course on career opportunities, research internships, and program coordinator and operating expenses. A comprehensive plan along with a budget has already been submitted to the USM. Our efforts aimed at closing the achievement gap have already started on a small scale. In order to institutionalize these efforts and increase the number of students benefiting from the programs, we need funds dedicated to this effort.

Finally, the plan requests \$5 million for student recruitment activities. We lose many of the best applicants to undergraduate and graduate programs because we offer insufficient financial aid. A significant number of these students are from underrepresented groups. Accordingly, the plan expands our need-based undergraduate scholarships by \$2.5M per year, therefore allowing the University to offer 500 additional scholarships at \$5,000 per student per year. Further, we propose to increase the graduate fellowships fund by \$2M per year, thus offering 100 additional fellowships at \$20,000 per year. Finally, we propose \$500K per year to enhance our recruitment of students from low-income high schools.

The total requested budget is:

• Faculty Recruitment and Retention	\$3,000,000
• Closing the Achievement Gap	\$ 940,000
• Undergraduate Scholarships	\$2,500,000
• Graduate Fellowships	\$2,000,000
• Enhanced Recruitment	<u>\$ 500,000</u>
Total	\$8,940,000

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

Table 1

Total Undergraduate													
<i>Former Federal Race Coding</i>	Fall 2009				<i>New Federal Race Coding</i>	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	72	<1%	29	43	American Indian or Alaska Native:U.S.	47	<1%	22	25	40	<1%	23	17
Asian:U.S.	4,041	15%	2,146	1,895	Asian:U.S.	4,012	15%	2,125	1,887	3,978	15%	2,139	1,839
Black/African-American:U.S.	3,299	12%	1,436	1,863	Black or African American:U.S.	3,195	12%	1,415	1,780	3,256	12%	1,444	1,812
Foreign	598	2%	311	287	Foreign	633	2%	333	300	727	3%	370	357
Hispanic:U.S.	1,637	6%	728	909	Hispanic:U.S.	1,927	7%	904	1,023	2,022	8%	940	1,082
Unknown:U.S.	1,523	6%	755	768	Unknown:U.S.	858	3%	495	363	900	3%	488	412
White:U.S.	15,372	58%	8,554	6,818	White:U.S.	15,468	57%	8,607	6,861	15,055	56%	8,426	6,629
					Native Hawaiian or Other Pacific Islander:U.S.	37	<1%	26	11	35	<1%	23	12
					Two or More:U.S.	745	3%	361	384	813	3%	378	435
Total	26,542		13,959	12,583	Total	26,922		14,288	12,634	26,826		14,231	12,595
Total Graduate													
American Indian:U.S.	25	<1%	13	12	American Indian or Alaska Native:U.S.	12	<1%	6	6	18	<1%	10	8
Asian:U.S.	862	8%	438	424	Asian:U.S.	845	8%	420	425	835	8%	415	420
Black/African-American:U.S.	783	7%	325	458	Black or African American:U.S.	804	8%	345	459	813	8%	358	455
Foreign	2,539	24%	1,518	1,021	Foreign	2,455	23%	1,487	968	2,751	25%	1,662	1,089
Hispanic:U.S.	339	3%	157	182	Hispanic:U.S.	383	4%	171	212	396	4%	187	209
Unknown:U.S.	597	6%	302	295	Unknown:U.S.	514	5%	270	244	512	5%	264	248
White:U.S.	5,508	52%	2,799	2,709	White:U.S.	5,518	51%	2,874	2,644	15,055	56%	8,426	6,629
					Native Hawaiian or Other Pacific Islander:U.S.	5	<1%	3	2	7	<1%	6	1
					Two or More:U.S.	183	2%	85	98	157	1%	74	83
Total	10,653		5,552	5,101	Total	10,719		5,661	5,058	10,805		5,793	5,012

Table 2

Total Faculty													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	4	<1%	2	2	American Indian or Alaska Native:U.S.	3	<1%	2	1	5	<1%	4	1
Asian:U.S.	385	10%	264	121	Asian:U.S.	439	11%	291	148	445	10%	293	152
Black/African-American:U.S.	189	5%	80	109	Black or African American:U.S.	177	4%	81	96	177	4%	78	99
Foreign	458	11%	345	113	Foreign	484	12%	354	130	509	12%	368	141
Hispanic:U.S.	98	2%	53	45	Hispanic:U.S.	106	3%	54	52	131	3%	70	61
Unknown:U.S.	161	4%	92	69	Unknown:U.S.	193	5%	114	79	251	6%	147	104
White:U.S.	2,701	68%	1,664	1,037	White:U.S.	2,713	66%	1,665	1,048	2,713	64%	1,681	1,032
					Native Hawaiian or Other Pacific Islander:U.S.					4	<1%	2	2
					Two or More:U.S.	8	<1%	4	4	13	<1%	6	7
Total	3,996		2,500	1,496	Total	4,123		2,565	1,558	4,248		2,649	1,599
Total Staff													
American Indian:U.S.	22	<1%	14	8	American Indian or Alaska Native:U.S.	21	<1%	12	9	22	<1%	12	10
Asian:U.S.	599	7%	267	332	Asian:U.S.	609	7%	272	337	606	7%	270	336
Black/African-American:U.S.	1,436	16%	613	823	Black or African American:U.S.	1,364	15%	575	789	1,399	15%	600	799
Foreign	1,519	17%	923	596	Foreign	1,498	17%	930	568	1,532	17%	970	562
Hispanic:U.S.	473	5%	160	313	Hispanic:U.S.	504	6%	167	337	540	6%	184	356
Unknown:U.S.	504	6%	246	258	Unknown:U.S.	553	6%	280	273	631	7%	303	328
White:U.S.	4,532	50%	2,172	2,360	White:U.S.	4,444	49%	2,203	2,241	4,417	48%	2,190	2,227
					Native Hawaiian or Other Pacific Islander:U.S.	3	<1%	2	1	7	<1%	6	1
					Two or More:U.S.	38	<1%	18	20	49	1%	20	29
Total	9,085		4,395	4,690	Total	9,034		4,459	4,575	9,203		4,555	4,648

Table 3

African American Studies - Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.								
Asian:U.S.					Asian:U.S.					1	2%		1
Black/African-American:U.S.	26	87%	11	15	Black or African American:U.S.	24	89%	11	13	39	78%	15	24
Foreign					Foreign								
Hispanic:U.S.					Hispanic:U.S.	2	7%		2	3	6%		3
Unknown:U.S.					Unknown:U.S.					1	2%	1	
White:U.S.	4	13%	3	1	White:U.S.	1	4%		1	5	10%	1	4
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.					1	2%		1
Total	30		14	16	Total	27		11	16	50		17	33

Table 4

Women's Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.	1	1%		1	1	1%		1
Asian:U.S.	4	5%		4	Asian:U.S.	7	9%		7	8	10%		8
Black/African-American:U.S.	17	22%		17	Black or African American:U.S.	17	21%		17	18	23%	2	16
Foreign	2	3%		2	Foreign								
Hispanic:U.S.	5	6%	1	4	Hispanic:U.S.	10	12%		10	10	13%		10
Unknown:U.S.	7	9%		7	Unknown:U.S.	3	4%		3	4	5%		4
White:U.S.	44	56%	1	43	White:U.S.	43	53%	3	40	34	44%	1	33
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.					2		1	1
Total	79		2	77	Total	81		3	78	77		4	73
Women's Studies – Graduate													
American Indian:U.S.					American Indian or Alaska Native:U.S.								
Asian:U.S.	1	4%		1	Asian:U.S.	1	4%		1	1	4%		1
Black/African-American:U.S.	5	19%		5	Black or African American:U.S.	6	23%		6	5	19%		5
Foreign	5	19%		5	Foreign	4	15%		4	5	19%		5
Hispanic:U.S.	1	4%		1	Hispanic:U.S.	1	4%		1	1	4%		1
Unknown:U.S.	2	7%		2	Unknown:U.S.	1	4%		1	2	7%		2
White:U.S.	13	48%		13	White:U.S.	11	42%		11	11	41%		11
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	2	8%		2	2	7%		2
Total	27			27	Total	26			26	27			27

Table 5

Asian American Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.								
Asian:U.S.	66	79%	36	30	Asian:U.S.	48	83%	25	23	38	79%	19	19
Black/African-American:U.S.	1	1%		1	Black or African American:U.S.	2	3%	1	1	1	2%		1
Foreign	5	6%	5		Foreign	1	2%	1					
Hispanic:U.S.	1	1%		1	Hispanic:U.S.	1	2%	1					
Unknown:U.S.	5	6%	2	3	Unknown:U.S.					1	<1%		1
White:U.S.	6	7%	3	3	White:U.S.	3	5%	2	1	4	8%	2	2
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	3	5%	1	2	4	8%	1	3
Total	84		46	38	Total	58		31	27	48		22	26

Table 6

U.S. Latina/o Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.								
Asian:U.S.					Asian:U.S.								
Black/African-American:U.S.					Black or African American:U.S.	1	7%		1				
Foreign					Foreign								
Hispanic:U.S.	8	89%	6	2	Hispanic:U.S.	14	93%	8	6	16	89%	7	9
Unknown:U.S.					Unknown:U.S.								
White:U.S.	1	11%		1	White:U.S.					2	11%	1	1
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.								
Total	9		6	3	Total	15		8	7	18		8	10

Table 7

LGBT Studies – Undergraduate								
<i>New Federal Race Coding</i>	Fall 2010				Fall 2011			
	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.								
Asian:U.S.	2	6%		2	2	6%		2
Black or African American:U.S.	6	19%		6	7	21%	1	6
Foreign								
Hispanic:U.S.	1			1	1	3%		1
Unknown:U.S.	1	3%	1		1	3%	1	
White:U.S.	16	52%	7	9	17	50%	5	12
Native Hawaiian or Other Pacific Islander:U.S.								
Two or More:U.S.	5	16%	2	3	6	18%	2	4
Total	31		10	21	34		9	25

Table 8

Jewish Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.								
Asian:U.S.					Asian:U.S.								
Black/African-American:U.S.	2	2%		2	Black or African American:U.S.	1	1%	1					
Foreign					Foreign								
Hispanic:U.S.	3	3%		3	Hispanic:U.S.	2	2%		2	3	3%	1	2
Unknown:U.S.	3	3%	1	2	Unknown:U.S.					1	1%		1
White:U.S.	84	91%	39	45	White:U.S.	86	95%	33	53	79	92%	30	49
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	2	2%	1	1	3	3%	2	1
Total	92		40	52	Total	91		35	56	86		33	53
Jewish Studies – Graduate													
American Indian:U.S.					American Indian or Alaska Native:U.S.								
Asian:U.S.					Asian:U.S.								
Black/African-American:U.S.					Black or African American:U.S.								
Foreign	2	33%		2	Foreign					2	50%	1	1
Hispanic:U.S.					Hispanic:U.S.								
Unknown:U.S.					Unknown:U.S.	1	33%	1		1	25%		1
White:U.S.	4	67%		4	White:U.S.	2	67%	1	1	1	25%	1	
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.								
Total	6			6	Total	3		2	1	4		2	2

Table 9

American Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	1	1%	1		American Indian or Alaska Native:U.S.	1	1%	1		1	1%	1	
Asian:U.S.	9	6%	2	7	Asian:U.S.	9	7%	3	6	6	5%	3	3
Black/African-American:U.S.	42	29%	27	15	Black or African American:U.S.	47	35%	37	10	36	31%	29	7
Foreign	1	1%	1		Foreign	2	1%	1	1				
Hispanic:U.S.	5	3%	1	4	Hispanic:U.S.	6	4%	2	4	6	5%	5	3
Unknown:U.S.	10	7%	4	6	Unknown:U.S.	6	4%	5	1	3	3%	3	
White:U.S.	78	53%	32	46	White:U.S.	61	45%	33	28	59	51%	29	30
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	4	3%	1	3	5	4%	2	3
Total	146		68	78	Total	136		83	53	116		72	46
American Studies – Graduate													
American Indian:U.S.					American Indian or Alaska Native:U.S.								
Asian:U.S.	3	5%	2	1	Asian:U.S.	2	4%	2		2	4%	3	
Black/African-American:U.S.	16	28%	9	7	Black or African American:U.S.	19	40%	8	11	19	40%	9	11
Foreign	5	9%	1	4	Foreign	3	6%	1	2	3	6%		3
Hispanic:U.S.	6	10%	2	4	Hispanic:U.S.	5	11%	2	3	5	11%	1	4
Unknown:U.S.	5	9%		5	Unknown:U.S.	4	9%	1	3	4	9%	1	1
White:U.S.	23	40%	6	17	White:U.S.	14	30%	4	10	14	30%	3	10
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.								
Total	58		20	38	Total	47		18	29	47		17	29

Table 10

Ethnomusicology – Graduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	1	3%		1	American Indian or Alaska Native:U.S.	1	4%		1	1	5%		1
Asian:U.S.	1	3%		1	Asian:U.S.	1	4%		1	1	5%		1
Black/African-American:U.S.	1	3%	1		Black or African American:U.S.								
Foreign	10	32%	2	8	Foreign	8	29%	2	6	6	29%	1	5
Hispanic:U.S.	1	3%		1	Hispanic:U.S.	1	4%		1	1	5%		1
Unknown:U.S.	4	13%	4		Unknown:U.S.	3	11%	3		1	5%	1	
White:U.S.	13	42%	1	12	White:U.S.	14	50%	2	12	11	52%	2	9
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.								
Total	31		8	23	Total	28		7	21	21		4	17

Table 11

SLLC – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	4	<1%	1	3	American Indian or Alaska Native:U.S.	3	<1%	2	1				
Asian:U.S.	108	11%	31	77	Asian:U.S.	107	12%	36	71	66	9%	23	43
Black/African-American:U.S.	114	12%	29	85	Black or African American:U.S.	99	11%	24	75	79	10%	20	59
Foreign	14	1%	5	9	Foreign	11	1%	1	10	8	1%	2	6
Hispanic:U.S.	138	14%	39	99	Hispanic:U.S.	129	14%	42	87	98	13%	31	67
Unknown:U.S.	83	9%	27	56	Unknown:U.S.	27	3%	11	16	30	4%	12	18
White:U.S.	493	52%	165	328	White:U.S.	476	53%	189	287	436	57%	172	264
					Native Hawaiian or Other Pacific Islander:U.S.	1	<1%	1		2	<1%	1	1
					Two or More:U.S.	49	5%	15	34	47	6%	18	29
Total	954		297	657	Total	902		321	581	766		279	487
SLLC – Graduate													
American Indian:U.S.					American Indian or Alaska Native:U.S.								
Asian:U.S.	2	3%		2	Asian:U.S.								
Black/African-American:U.S.					Black or African American:U.S.	1	2%		1	1	2%		1
Foreign	27	44%	6	21	Foreign	23	40%	4	19	20	38%	5	15
Hispanic:U.S.	5	8%	1	4	Hispanic:U.S.	6	10%	1	5	8	15%	3	5
Unknown:U.S.	3	5%	1	2	Unknown:U.S.	2	3%	2		3	6%	2	1
White:U.S.	25	40%	2	23	White:U.S.	25	43%	5	20	19	37%	5	14
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	1	2%		1	1	2%		1
Total	62		10	52	Total	58		12	46	52		15	37

Table 12

Global Studies Minor - Undergraduate				
New Federal Race Coding	Fall 2011			
	#	%	Male	Female
American Indian or Alaska Native:U.S.				
Asian:U.S.	30	20%	10	20
Black or African American:U.S.	13	9%	2	11
Foreign	2	1%		2
Hispanic:U.S.	9	6%	1	8
Unknown:U.S.	3	2%		3
White:U.S.	84	56%	30	54
Native Hawaiian or Other Pacific Islander:U.S.				
Two or More:U.S.	10	7%	5	5
Total	151		48	103

Table 13

Study Abroad – Undergraduate& Graduate													
Former Federal Race Coding	FY 2009				New Federal Race Coding	FY 2010				FY 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	6	<1%	4	2	American Indian or Alaska Native:U.S.	4	<1%	1	3	3	<1%	2	1
Asian:U.S.	193	10%	110	83	Asian:U.S.	246	12%	101	145	218	11%	93	125
Black/African-American:U.S.	129	7%	87	42	Black or African American:U.S.	139	7%	43	96	117	6%	42	75
Foreign	45	2%	13	32	Foreign	37	2%	11	26	48	2%	18	30
Hispanic:U.S.	103	5%	64	39	Hispanic:U.S.	111	5%	38	73	120	6%	42	78
Unknown:U.S.	140	7%	87	53	Unknown:U.S.	147	7%	57	90	130	6%	*	*
White:U.S.	1258	67%	721	537	White:U.S.	1370	66%	576	794	1331	66%	525	806
					Native Hawaiian or Other Pacific Islander:U.S.					3	<1%	1	2
					Two or More:U.S.	11	1%	7	4	53	3%	23	30
Total	1,874		1,086	788	Total	2,065		834	1,231	2023		746*	1,147*

Source: Education Abroad annual report

* Gender of 'Unknown' race in FY11 unknown to Education Abroad

Table 14

Academic Achievement Program – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.					1			1
Asian:U.S.	49	19%	22	27	Asian:U.S.	44	18%	21	23	33	14%	14	19
Black/African-American:U.S.	98	38%	37	61	Black or African American:U.S.	95	38%	41	54	95	41%	40	55
Foreign					Foreign								
Hispanic:U.S.	54	21%	21	33	Hispanic:U.S.	67	27%	26	41	70	30%	29	41
Unknown:U.S.	13	5%	5	8	Unknown:U.S.	4	2%	1	3	3	1%		3
White:U.S.	44	17%	19	25	White:U.S.	30	12%	12	18	17	7%	7	10
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	8	3%	1	7	13	6%	2	11
Total	258		104	154	Total	248		102	146	232		92	140