



**PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service.¹ As a diverse community of outstanding faculty, staff and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law. We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, we foster economic development in the City, State, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

UMB continues to have a multi-pronged approach to fostering cultural competency. First and foremost, each of the graduate/professional schools has accreditation standards that keep the issue in the forefront of their educational efforts. In addition, there are initiatives from the President's Office, Campus Life Services and others, as well as programming initiated by our students.

This progress report includes a summary of UMB's diversity-related goals contained in its institutional plan; UMB's efforts to increase its numerical representations of diverse groups; its efforts to create positive interactions and cultural awareness; and lastly, UMB's institutional demographic data, as requested by USM.

¹ UMB records indicate that there were not any campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

1. Summary of Institutional Plan

The University's Strategic Plan Report, released in 2011, identifies seven Core Values and makes plain the University community's pledge:

The University is committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership.

The Strategic Plan goes on to state:

As the state's only public academic health, law, and human services university, the University has an obligation to educate and train students and scholars to provide leadership and expertise necessary to address the health, legal, and social challenges posed by our nation's changing demographics. In fulfilling this obligation, the University must embrace and celebrate diversity and become culturally competent. The University must be able to respond respectfully and effectively to people of all cultures, classes, races, genders, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each.

Attaining cultural competence will require the University to have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures enabling these to work effectively cross-culturally. The University will build the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, and acquire and disseminate cultural knowledge. In response to the diversity and the cultural mores of the communities served by the University, it must incorporate these ideals into all aspects of policymaking, administration, practice, and service delivery by systematically involving consumers, key stakeholders, and communities.

Recognizing that when it comes to attainment of its desired outcomes, the institution cannot simply adopt a strategic plan and "wish it so," the University's Strategic Plan takes each theme and makes goals explicit and sets forth the tactics it will use in pursuing the goals.²

²Progress toward achieving the Strategic Plan goals is overseen by Work Group co-chairs Peter Gilbert, Senior Vice President and Chief Operating Officer and Dr. Roger Ward, Vice President for Academic Affairs and Chief Accountability Officer.

Under “Promoting diversity and a culture of inclusion,” UMB’s Strategic Plan lists three overarching goals and enumerates 13 specific tactics to be utilized in pursuit of the goals.

Goal 1: Promote a commitment to diversity and a culture of inclusion.

Tactics:

1.1 Assign to the President’s Diversity Advisory Council (DAC) oversight and support of the University’s diversity and inclusion initiatives.

1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the DAC.

1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the DAC on diversity and inclusion initiatives.

1.4 Conduct a Universitywide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.

1.5 Administer a periodic survey to assess the campus climate on diversity and inclusion issues.

PROGRESS REPORT as of June 2013³

FY 13 - President formally assigned responsibility for diversity and inclusion initiatives to the Diversity Advisory Council.

A letter asking each dean to appoint a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives has been drafted. The letter is pending review by the DAC before being sent to the deans.

FY 14 (anticipated) - Each dean will formally assign a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.

The liaisons will be integrated into the activities of the DAC.

³ The next progress update on the Strategic Plan is due April 25, 2014.

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.

Tactics:

2.1 Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.

2.2 Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders.

2.3 Promote diversity among faculty and leadership.

2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.

2.5 Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion.

PROGRESS REPORT as of June 2013:

FY 13 - Human Resource Services is making good progress in building 'promotion of diversity and inclusion' in job descriptions and performance reviews. Likewise, the decanal review instrument includes this as a criterion.

The Diversity/EEO/AA Manager has prepared annual diversity and affirmative action reports and is readying them for distribution to deans and vice presidents. A presentation to the DAC on the diversity of tenured faculty and senior administrative staff will occur in the Fall 2013 semester.

Good progress is being made in developing a calendar of diversity programming; the offices of Communications and Academic Affairs are collaborating effectively on publicizing events for the 2013-2014 academic year.

Progress is also being made through promotion of diversity events via email blasts, The Elm newsletter and in-person outreach by each Schools' academic and student affairs deans.

FY 14 (anticipated)- A presentation to the DAC on the diversity of tenured faculty and senior administrative staff by the Diversity/EEO/AA Manager will occur in the Fall 2013 semester.

The Office of Human Resource Services will commence a compensation review to promote best practice and equity in salary determination and resource allocation.

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

Tactics:

3.1 Create a cultural competency initiative that promotes cultural competency throughout the University.

3.2 Establish a resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff and students.

3.3 Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

PROGRESS REPORT as of June 2013:

Activity on this goal is projected to begin in September 2014.

Each of UMB's Schools also has an obligation to and a vested interest in enhancing diversity. The "obligation" comes from the various accrediting agencies; the desire and vested interest comes from the knowledge that cultural competency education and diversity amongst faculty, staff and students results in graduate and professional students who are better trained and more capable graduates.

For example, the Accreditation Council for Pharmacy Education (ACPE) in Standard No. 9: The Goal of the Curriculum, Guideline 9.1 states that "the college or school must ensure that the curriculum addresses patient safety, cultural appreciation, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team." As a result, the School of Pharmacy has developed eight

General Abilities for a well-educated pharmacist. Three of the eight address concepts of cultural sensitivity, cultural competency, health literacy, and health disparities.⁵

2. Efforts to Increase Numerical Representation

At UMB, targeted efforts toward increasing numerical representation of students and faculty from diverse backgrounds come primarily from within the graduate and professional schools rather than through a centralized effort. However, as is shown below by the illustrative examples, while our school based efforts are ever increasing, our campus initiated activities are also growing.

First, with regard to students, the admissions policies of UMB's schools aspire to achieve a broadly diverse student body. Schools engage in a highly individualized, holistic review of each applicant's file, giving consideration to all the ways that an applicant might contribute to a diverse educational environment. The qualities of students sought may be reflected in their background characteristics such as geographic origin, cultural and language backgrounds, racial, social, disability and economic barriers overcome; interpersonal skills, demonstrated by extracurricular pursuits, work or service experience, and leadership activities; potential for intellectual and social growth, demonstrated by personal talents and skills, maturity and compassion; and other special circumstances and characteristics that, when combined with academic skills necessary, promise to make a special contribution to the community. The University seeks to enroll meaningful numbers of students from groups that have been historically discriminated against to ensure their ability to make unique contributions to the character of our educational and social environment.

Yet, UMB realizes the critical importance of pipeline and recruitment activities that precede admissions review. While representatives of UMB's Schools have long attended events and made presentations at traditional HBCU's, our outreach goes much further. In 2013, UMB recruiters and other representatives attended events such as:

- Hispanic Youth Symposium;
- National Black Pre-Law Conference;
- Council on Legal Education and Opportunity's (CLEO) Attitude is Essential (AIE) and Achieving Success in the Application Process (ASAP) programs; and

⁵ They are: GA 5: Social Awareness and Social Responsibility; GA 6: Social Interaction and Citizenship; and GA 8: Cultural Competency.

- Choctaw Nation Advisement Program: Ivy League and Friends Information Session.

We also partner with organizations such as:

- National Association of Medical Minority Educators
- LatinoJustice PRLDEF (Puerto Rican Legal Defense and Education Fund)
- Association of American Medical Colleges' Summer Medical Dental Education Program.

UMB Schools also reach in to the local communities to host pipeline events. For example, the School of Medicine (SOM) does outreach through a shadowing program for members of the local community (many of whom are underrepresented minorities) and gives them the opportunity to interact with UMB physicians. SOM also has an annual High School "Mini Medical School" program where current students teach high school students about breaking cycles of health care disparities and creating positive changes in their families and communities.

The School of Law hosted a Montgomery County Scholars Program information session for students co-sponsored by 3 specialty bar associations whose membership is comprised of attorneys of underrepresented minority groups. They are the J. Franklyn Bourne Bar Association, the Maryland Hispanic Bar Association and the National Asian Pacific Bar Association.

Our Schools also conduct school-specific activities targeted toward improving enrolled students' academic success as well as retention and graduation rates. In the spring 2013 semester, the School of Nursing (SON) created a program to build on the academic services offered by their Student Success Center which targets first generation college students. Students receive a partial scholarship award, academic coaching, workshops on time management, textbook reading as well as private and group tutoring. In addition, because nursing continues to be a female dominated field, SON was involved in the establishment of the Maryland Chapter of the American Assembly of Men in Nursing in an effort to create access to male role models.

At the campus level, one of UMB's efforts toward increasing underrepresented populations in the science, technology, engineering, and mathematics (STEM) fields is through participation in Maryland's AGEP⁶ PROMISE⁷ Program. This Program has been

⁶ AGEP stands for the Alliance for Graduate Education and the Profressoriate.

⁷ http://www.graduate.umaryland.edu/current_students/PROMISE/

a critical catalyst for increasing enrollment, retention and graduation rates. PROMISE at UMB is dedicated to providing a supportive community and professional development training in all stages of the PhD process. Along these lines, UMB offers a variety of programs and activities including a peer mentors program, recruitment activities, professional development workshops and a dissertation support group.

UMB is also proud to state that the DAC received a 2013 Higher Education Excellence in Diversity (HEED) national award.⁸ The DAC initiative recognized was a university wide open house for potential students designed to build a highly talented and diverse pipeline of applicants for our schools.

UMB's commitment to diversity and participation by underrepresented groups is equally strong with regard to the recruitment and retention of faculty and staff. The University strives to provide an efficient and user-friendly faculty hiring process that contributes to a diverse pool of qualified candidates. Human Resource Services' (HRS) Diversity/EEO/AA Office acts as a resource for departments conducting academic searches by providing all academic departments with resources and by publishing information in the "Faculty Recruitment Packet." Additionally, HRS Diversity/EEO/AA also provides information about diversity posting resources for publicizing employment opportunities during the faculty recruitment process. Additionally, recommendations for potential candidates for faculty positions are often sought from the extensive network of affiliated professionals. These targeted queries are often seen as an essential element of demonstrating interest and enthusiasm in diversity and also aid in identifying traditionally underrepresented candidates.

UMB's HRS also ensures that a number of basic elements are met in order to eliminate barriers and increase access for underrepresented minorities seeking staff employment. The University utilizes a formal performance evaluation program for all employees. In addition, management and supervisors are trained on the basic methodology of performance evaluation. Neither minority nor women employees are required to possess higher qualifications than those of the lowest qualified incumbent in the job for which they apply. Information about opportunities for advancement into more challenging positions is shared widely through the career development process. Special internal training programs are provided as necessary to ensure the achievement of our placement, retention and promotion goals. HRS also makes available diversity training workshops and offers gateways to staff and faculty mentoring programs.

⁸ <http://www.insightintodiversity.com/heed-award/about-the-heed-award>

UMB Schools also share this commitment to outreach and equity. For example, the Masters in Public Health (MPH) program specifically articulates “diversity and inclusion” and “health equity” as two of its core values. In this regard, it is generally accepted that faculty are expected to incorporate those values in their teaching, research and service. However, the MPH leadership also acknowledges the importance of the program’s faculty and staff being representative of the racial and ethnic diversity of the State of Maryland and keeps annual benchmarking statistics with regard to faculty and staff composition.

Likewise, the School of Social Work’s recent new faculty hires are noteworthy: there is a tenure track faculty member who is fluent in Jordanian Arabic and has conversational Spanish and intermediate modern standard Arabic at her disposal. She works with persons with developmental disabilities. In addition, this past year four African-American women have recently been hired (1 tenure track and 3 clinical instructors) along with an African-American male for the Dean’s leadership team.

Additionally, in 2013, the School of Medicine awarded, for the first time, a Dean’s Faculty Award for Diversity and Inclusion. The recipient, Dr. David Stewart, is associate professor and chair of the Department of Family & Community Medicine. During his tenure as chair, Dr. Stewart has recruited diverse faculty and retained excellent leaders. He has significantly increased the underrepresented minority composition of his faculty and resident staff. According to his nominator, Dr. Stewart very much encourages his faculty to pursue grants and research in the area of health disparities. He, himself, has been the principal investigator on numerous grants from the U.S. Department of Health and Human Services, the National Institute of Mental Health and the Maryland Department of Health and Mental Hygiene, including research to increase awareness for African-American males with hypertension. Dr. Stewart is also a close advisor to the University of Maryland’s School of Medicine’s Center for Health Care Disparities and the Maryland AHEC.⁹

3. Efforts to Create Positive Interactions and Cultural Awareness

Campus-wide Efforts

The Office of Academic Affairs/Campus Life Services is responsible for Heritage-History Month programming that takes place throughout the year. Through events as varied as

⁹ AHEC stands for Area Health Education Center.

a clarinet quartet from DC's Different Drummers¹⁰, American Indian Storytelling,¹¹ Living Ribbon,¹² African Ancestry Workshop,¹³ Remembering the Holocaust,¹⁴ Suicide Prevention Training¹⁵, American Sign Language,¹⁶ and American Asian/Pacific Islander Spotlight Artists,¹⁷ the Southern Management Corporation Campus Center provides a unique setting for interdisciplinary encouragement of broad social, cultural, recreational, and education programming for the entire University community. Each Heritage-History Month program aims to:

- Provide an understanding of the multiple perspectives of others, while valuing one's own heritages, experiences and values;
- Encourage an appreciation for the interactive relationship of race, sexual orientation, class and gender in society;
- Articulate views and experiences around race, sexual orientation, class and gender by integrating personal experiences and academic perspectives;
- Appreciate the role that arts and cultural events can play in developing an enlightened and culturally-empowered perspective; and
- Influence social change on campus and in society with creativity, integrity and compassion.

The Office of International Scholars offers a Conversation, Communication, and Culture (C3) program in collaboration with Campus Writing Center. It meets weekly during the academic year to explore facets of culture and language and how they impact intercultural interactions. Weekly topics have included American Slang, US Politics, US Consumer Culture, Places around Baltimore, and Participant Presentations. C3 is open to all UMB students, scholars, and staff; however, the majority of participants are international students and scholars.

The Office of the President sponsors the Annual MLK Diversity Recognition Awards. In 2013, the Outstanding Faculty/Staff Award went to Gregory Carey, PhD. Dr. Carey, assistant professor and director of student summer research and community outreach in the Department of Microbiology and Immunology at the School of Medicine, was

¹⁰ LGBT History Month

¹¹ American Indian Heritage Month

¹² World Aids Day Week

¹³ Black History Month

¹⁴ Cultural Enrichment

¹⁵ Cultural Enrichment

¹⁶ Cultural Enrichment

¹⁷ American Asian/Pacific Islander Heritage Month

lauded for being a passionate and committed mentor to minority students and postdoctoral fellows at the University for close to a decade. In recent years, several immigrants and African-Americans of high school age have gone on to pursue higher degrees after being mentored in his laboratory in the Center for Vascular and Inflammatory Diseases. Dr. Carey's public speaking, teaching and mentoring activities reach students from the elementary school level to graduate and professional health education.

The Outstanding Student Group in 2013 was the University's Pride Alliance which promotes a more inclusive campus environment for lesbian, gay, bisexual, transgender and queer/questioning students, faculty, staff and alumni and is mobilizing support for equality throughout Maryland.

Another annual endeavor from the Office of the President is the Student Leadership Institute.¹⁸ It provides instruction on a no-fee, no-credit basis to selected student participants from a variety of schools. Specific topics include: Leading in a Diverse and Global Society; Cultural Understanding; and Cross Cultural Communication.

School Specific Efforts

Detailed information regarding UMB's efforts to incorporate instruction on cultural sensitivity and cultural competency (as well as health literacy and health disparities) was submitted to the Office of Minority Health and Health Disparities, Maryland Department of Health and Mental Hygiene in November 2013 pursuant to the Maryland Health Improvement and Disparities Reduction Act of 2012.

In the 50+ pages of reporting, UMB detailed relevant coursework, clinical experiences, field training and other academic and co-curricular activities. UMB's report to DHMH has been included as Supplement B. However, a sampling of School and student led efforts are highlighted below.

Each year, the SOM student chapter of the Student National Medical Association¹⁹ provides a health fair for the diverse Baltimore community located at Lexington Market. This event has grown from a small outdoor event in front of an urban high school to an event anticipated by it's over 200 attendees. The focus of the fair is to address the

¹⁸ <http://www.umaryland.edu/islsi/pi/psli/>

¹⁹ The Student National Medical Association (SNMA) is the oldest and largest student-run organization focused on the needs and concerns of medical students of color.

health needs of the participant's entire family. Medical students and faculty interact to provide a variety of health screenings and educational information on a variety of topics from diabetes to prescription safety. In addition, they provide information on health insurance and also help address the many structural barriers to maintaining good health.

Similarly, the Hispanic Dental Association's student chapter at the School of Dentistry has an extensive outreach program. During 2013, students performed, under faculty supervision, oral health screenings for over 400 Maryland residents at Hispanic/Latino outreach events and at schools in Baltimore City. The group also visited Baltimore's St. Vincent de Paul in February of 2013 where they talked with 140+ toddlers, aged 2-4, and their parents about good oral hygiene.

The School of Social Work hosts an annual "Unity Day," which brings together diverse student groups such as the Coalition for Military Awareness, Latin American Solidarity Organization, Christian Social Work Fellowship, Lesbian Gay Bi-Sexual Transgender Questioning/Queer Allies Union, and the African-American Students in Social Work shop that highlights how all social workers, no matter their background, can promote change and understanding regarding those who need advocacy.

UMB, its Schools and its students are enthusiastic and committed partners in our wide-ranging efforts to create opportunities for education and enhancement of the lives of underrepresented minorities.

4. Institutional Demographic Data Requested by USM

Included as Supplement A.



UNIVERSITY *of* MARYLAND

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SUPPLEMENT A

Demographic Data

UMB Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
<u>1 - Tenured/Tenure-Track</u>	2009	African American	34	5.76%	14	20	
		Asian/Pacific Islander	77	13.05%	19	58	
		Hispanic	15	2.54%	4	11	
		Native American	2	0.34%	1	1	
		White	462	78.31%	136	326	
				590		174	416
	2010	African American/Black	30	5.26%	12	18	
		American Indian/Alaska Native	2	0.35%	1	1	
		Asian	77	13.51%	15	62	
		Hispanic/Latino	15	2.63%	5	10	
		Other Pacific Islander	1	0.18%	.	1	
		White	445	78.07%	133	312	
				570		166	404
	2011	African American/Black	29	5.14%	12	17	
		American Indian/Alaska Native	2	0.35%	1	1	
		Asian	80	14.18%	16	64	
		Hispanic/Latino	14	2.48%	5	9	
		Not Reported	1	0.18%	1	.	
		Other Pacific Islander	1	0.18%	.	1	
		White	437	77.48%	135	302	
		564		170	394		
2012	African American/Black	31	5.54%	13	18		
	American Indian/Alaska Native	2	0.36%	1	1		
	Asian	82	14.64%	17	65		
	Hispanic/Latino	12	2.14%	4	8		
	Not Reported	1	0.18%	1	.		
	White	432	77.14%	135	297		
		560		171	389		
2013	African American/Black	30	5.45%	13	17		
	American Indian/Alaska Native	2	0.36%	1	1		
	Asian	81	14.73%	16	65		
	Hispanic/Latino	11	2.00%	4	7		

2 UMB SUPPLEMENT A

Not Reported	1	0.18%	1	0
White	425	77.27%	133	292
	550		168	382

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
<u>2 - Non-Tenure Track</u>	2009	African American	187	9.98%	122	65	
		Asian/Pacific Islander	276	14.73%	125	151	
		Hispanic	56	2.99%	41	15	
		Native American	6	0.32%	3	3	
		Not Reported	34	1.81%	13	21	
		White	1315	70.17%	698	617	
				1874		1002	872
	2010	African American/Black	189	9.72%	124	65	
		American Indian/Alaska Native	5	0.26%	3	2	
		Asian	308	15.84%	138	170	
		Hispanic/Latino	54	2.78%	33	21	
		Not Reported	26	1.34%	10	16	
		Other Pacific Islander	6	0.31%	2	4	
		Two or More Races	5	0.26%	4	1	
		White	1352	69.51%	735	617	
					1945	1049	896
	2011	African American/Black	200	9.70%	136	64	
		American Indian/Alaska Native	4	0.19%	3	1	
		Asian	335	16.25%	164	171	
		Hispanic/Latino	46	2.23%	28	18	
		Not Reported	29	1.41%	11	18	
		Other Pacific Islander	5	0.24%	3	2	
Two or More Races		5	0.24%	4	1		
White		1437	69.72%	791	646		
			2061	1140	921		
2012	African American/Black	216	9.96%	147	69		
	American Indian/Alaska Native	3	0.14%	3	.		
	Asian	375	17.30%	174	201		
	Hispanic/Latino	46	2.12%	24	22		
	Not Reported	36	1.66%	15	21		

3 UMB SUPPLEMENT A

	Other Pacific Islander	5	0.23%	2	3
	Two or More Races	5	0.23%	3	2
	White	1482	68.36%	824	658
		2168		1192	976

2013	African American/Black	234	10.17%	160	74
	American Indian/Alaska Native	4	0.17%	4	0
	Asian	402	17.47%	195	207
	Hispanic/Latino	49	2.13%	31	18
	Not Reported	35	1.52%	16	19
	Other Pacific Islander	2	0.09%	2	0
	Two or More Races	5	0.22%	3	2
	White	1570	68.23%	874	696
		2301		1285	1016

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
3 - Non-Faculty	2009	African American	1353	32.90%	955	398	
		Asian/Pacific Islander	365	8.87%	245	120	
		Hispanic	76	1.85%	49	27	
		Native American	12	0.29%	8	4	
		Not Reported	52	1.26%	30	22	
		White	2255	54.83%	1527	728	
				4113		2814	1299
	2010	African American/Black	1392	33.13%	988	404	
		American Indian/Alaska Native	8	0.19%	5	3	
		Asian	374	8.90%	239	135	
		Hispanic/Latino	93	2.21%	60	33	
		Not Reported	43	1.02%	24	19	
		Other Pacific Islander	6	0.14%	6	.	
Two or More Races		18	0.43%	14	4		
White		2268	53.97%	1506	762		
			4202		2842	1360	
2011	African American/Black	1347	32.61%	952	395		
	American Indian/Alaska Native	7	0.17%	4	3		
	Asian	397	9.61%	244	153		
	Hispanic/Latino	83	2.01%	52	31		
	Not Reported	33	0.80%	18	15		
	Other Pacific Islander	5	0.12%	5	.		
	Two or More Races	13	0.31%	11	2		

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	White	2246	54.37%	1494	752
		4131		2780	1351
2012	African American/Black	1325	31.95%	934	391
	American Indian/Alaska Native	6	0.14%	4	2
	Asian	399	9.62%	254	145
	Hispanic/Latino	87	2.10%	57	30
	Not Reported	47	1.13%	29	18
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	12	0.29%	11	1
	White	2269	54.71%	1494	775
		4147		2785	1362
2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323

UMB Students by Race and Gender

Year	Race	Total	Pct	Gender	
				F	M
2009	African American	1103	17.28%	868	235
	Asian/Pacific Islander	894	14.01%	597	297
	Hispanic	239	3.74%	163	76
	Native American	18	0.28%	14	4
	Not Reported	481	7.54%	309	172
	White	3647	57.15%	2614	1033
		6382		4565	1817
2010	African American/Black	943	14.85%	751	192
	American Indian/Alaska Native	15	0.24%	11	4
	Asian	880	13.86%	591	289
	Hispanic/Latino	272	4.28%	188	84
	International	208	3.28%	129	79
	Not Reported	154	2.43%	99	55
	Other Pacific Islander	7	0.11%	4	3
	Two or More Races	142	2.24%	102	40
	White	3728	58.72%	2625	1103
		6349		4500	1849
2011	African American/Black	905	14.15%	702	203
	American Indian/Alaska Native	13	0.20%	8	5
	Asian	899	14.06%	614	285
	Hispanic/Latino	305	4.77%	218	87
	International	225	3.52%	140	85
	Not Reported	152	2.38%	106	46
	Other Pacific Islander	3	0.05%	1	2
	Two or More Races	162	2.53%	124	38
	White	3731	58.34%	2594	1137
		6395		4507	1888
2012	African American/Black	873	13.71%	685	188
	American Indian/Alaska Native	9	0.14%	5	4
	Asian	913	14.34%	619	294
	Hispanic/Latino	336	5.28%	230	106
	International	235	3.69%	145	90
	Not Reported	157	2.47%	111	46
	Other Pacific Islander	1	0.02%	.	1
	Two or More Races	190	2.98%	145	45

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	White	3654	57.38%	2532	1122
		6368		4472	1896
2013	African American/Black	861	13.70%	689	172
	American Indian/Alaska Native	9	0.14%	8	1
	Asian	954	15.18%	664	290
	Hispanic/Latino	324	5.16%	214	110
	International	271	4.31%	171	100
	Not Reported	146	2.32%	99	47
	Other Pacific Islander	1	0.02%	1	0
	Two or More Races	191	3.04%	148	43
	White	3527	56.13%	2474	1053
		6284		4468	1816