



FY 2015 - 2016 Annual Progress Report

On

Programs of Cultural Diversity

April 25, 2016

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Dr. John Wolfe
Associate Vice Chancellor for Academic Affairs
Diversity and Academic Leadership Development
Academic Affairs
University Systems of Maryland
3300 Metzgerott Road
Adelphi, MD 20783-1690

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY 2015-2016 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,



Blair H. Hayes
Ombudsman, Vice President and Chief Diversity Officer

University of Maryland University College
FY2015-FY2016 Annual Progress Report
On
Programs of Cultural Diversity

25 April 2016

Summary of Institutional Plan Progress

Status of Implementation Efforts and Demographic Data on Student, Faculty, and Staff

The Institutional Diversity Plan for UMUC was developed to provide a framework for improving, maintaining, and influencing a culture that fosters diversity for staff, faculty, and students. The UMUC Core Values have been implemented and communicated throughout the University to promote cultural diversity, creativity, and respect of all individuals. The UMUC Core Values are: 1) Students First, 2) Accountability, 3) Diversity, 4) Integrity, 5) Excellence, 6) Innovation, and 7) Respect. These core values along with the programs developed through the Diversity and Equity Office provide the platform for diversity and inclusion to continue to spread throughout the University. The UMUC Core Values will continue to guide our decisions and behaviors to manage our self, our teams, and our organization.

Progress on Meeting Goals as Stated in Plan

UMUC continues to make significant progress against the original UMUC Cultural Diversity Plan. As the University continues to grow both locally and internationally, the Cultural Diversity Plan is an integral part of the strategic objectives and mission of the University. Decisions made regarding educational program development, hiring, training, and EEO compliance are made with the Cultural Diversity Plan as a reference. Further, organizational restructuring and large-scale personnel actions are made with demographics and any potential adverse impacts being considered. The plan continues to be part of the strategic approach to diversity and will be amended as the President and the Chief Diversity Officer continue to chart the direction of the office.

The Offices of Human Resources, Institutional Effectiveness, and Diversity and Equity combine to monitor the demographic trends throughout the University. The University monitors student enrollments, staff demographics, and faculty demographics to identify potential trends that have emerged. Additionally, to ensure that the University continues to be inclusive of the community, the University tracks all Marketing and Communications messaging to broaden the message and maintain cultural sensitivity.

Over the past year, the Diversity and Equity Office has continued to deliver Diversity Awareness Training Programs throughout the University. The Diversity and Equity Office, along with the Office of Human Resources, tracks participation to ensure that staff and faculty are continuously being educated on diversity and inclusion.

The Office of Diversity and Equity tracks EEO inquiries and complaints that are filed on an annual basis. All individuals that inquire about potential instances of discrimination or sexual harassment are contacted and investigations occur. Tracking forms are utilized to

track formal EEO investigations to ensure that complainants and respondents are notified of the findings.

An Affirmative Action plan is developed annually to track progress related to the hiring of minorities, women, veterans, and individuals with disabilities. Working with an external third party vendor provides UMUC with an unbiased examination of hiring trends. This thorough analysis of the workforce reveals that UMUC is in full compliance with discrimination guidelines and that there is no evidence of discrimination in any form.

The Diversity and Equity Office is comprised of the Fair Practices and Compliance Team, the Accessibility Services Office (Formerly Disability Services), the Multicultural Training and Programming Unit, and the ADA Compliance Office. This structure allows the office to maintain programs that strengthen current diversity initiatives and plan strategically for future offerings.

Table 1 2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
University of Maryland University College						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
Y=Yes/N=No	A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report	Cite relevant strategies used for students, faculty, and staff	State specific area institution uses for each targeted population	Y or N (annual/biennial)	Improved Goal # by % or Static	Name specific areas in need of improvement
EXAMPLE	A. 7 Goals 2016-2010 B. Goal 1: Increase diversity of faculty to reflect diversity of campus community	Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publications	Recruitment and retention of a more diverse faculty	Y (biennial)	Improved Goal #1 by 5% over biennium	Cite area and reason for improvement, if needed
Y	A. 5 Goals 2016-2010 B. Goal 1: Increase numeric representation of underrepresented groups	Have expanded the use of external marketing to reach previously under-represented populations. We have included job posts in more magazines, periodicals, and online job sites to increase the diversity of the applicant pool.	Increase diversity of staff, students, and faculty	Y (annual)	The representation of African-American faculty has increased by 9%. The representation of African-American staff has increased by 3%.	
Y	Goal 2: Create cultural awareness building opportunities	The multicultural training unit has added an Assistant Director to ensure that regular training, and diversity events could be offered for staff, faculty, and students. Additionally an online database has been built to ensure that individuals outside of the DC Metro area can view lectures and diversity events that take place locally.	Provide an avenue for all members of the UMUC Community to increase awareness of diversity and cultural differences	Y (annual)	This effort has expanded into a once or twice a month event to promote diversity awareness	
Y	Goal 3: Offer diversity courses to students	UMUC continues to offer diversity courses as part of the Social Science curriculum to ensure that students are equipped with the appropriate understanding of diversity when they enter the workforce	Include diversity and inclusion as part of the undergraduate curriculum	Y (annual)	Static	
Y	Goal 4: Offer regular training and programs to staff and faculty	Currently monthly heritage and cultural events are offered to staff, faculty, and students. Lunch is served and experts are brought in from across the country to share their expertise with the UMUC Community.	Provide workshops and online modules to continuously build diversity competencies and skills of UMUC staff and faculty	Y (annual)	The diversity training program has expanded to six face-to-face workshops and five online modules	
Y	Goal 5: Maintain formal institutional diversity communication and marketing plan	The communication and marketing plan has been maintained to ensure that the diversity message is appropriately shared throughout the UMUC community. Additionally, the Marketing Team works to ensure that the representation of under-represented individuals is appropriately included on internal and external materials by including the Diversity and Equity Office in reviews	Increase awareness of diversity and inclusion goals and objectives through online, print, and social media	Y (annual)	Static	
Legend						
Y = Yes						
N = No						

Addressing Cultural Diversity

Over the past year, the Diversity and Equity Office has continued to expand the diversity awareness program for staff and faculty throughout the University. The Diversity Awareness Program is comprised of several diversity training modules, including:

- Interpersonal Communication – Communicating across differences
- Managing a Diverse Workforce – Supervisory Training
- Working in a Multi-National Environment – Employee Training
- Cultural Sensitivity
- Understanding EEO policies
- Sexual Harassment Training Module

Over the past fiscal year, training modules have been shared with staff, faculty, and students to build awareness and understanding of Title IX, unlawful harassment, and the SaVE Act.

Training Module	# of Participants
Preventing Discrimination and Sexual Violence: Title IX and SaVE Act for Faculty and Staff	594
The Clery Act and Campus Security Authorities	362
Unlawful Harassment Prevention for Higher Education Faculty	580

The Human Resources Office has also launched a new program to promote a culture of sensitivity and respect for all employees, entitled “Civil Treatment for Employees”. This training is currently being delivered to all new UMUC employees and will soon be scheduled for all current UMUC staff and faculty. Additionally, the Diversity and Equity Office visits all New Hire Orientations to introduce the office and tell individuals how they can participate in diversity events and training programs. Over the past year **180** new hires have participated in the diversity sessions for new hires

Recruitment of Staff and Faculty

The Offices of Human Resources and Diversity and Equity have partnered to examine UMUC recruiting and hiring practices. To ensure that all job searches are inclusive and that there is no implicit or explicit discrimination against any individuals, all members of search committees continue to be instructed as to what are legal and illegal interview questions. Sample questions are provided (upon request) to interviewers that indicate what appropriate interview questions are pertaining to:

- Age
- Gender
- Citizenship
- Criminal Record
- Health and Physical Abilities
- Family/Marital/Parental Status
- Military
- National Origin
- Race or Skin Color
- Religion
- Residence

Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring. The Diversity Core Value states that UMUC recognizes that “each individual brings value to our university and our results.” Each interviewer is asked to prepare behavioral questions that gauge the interviewees experience and expertise in working in diverse environments. Further, all interviewers are required to ask the same standard interview questions for all candidates to ensure that all interviews are consistent and no bias is introduced to the interview process.

Career Services

In 2014, a new Career Services Unit was launched within UMUC. This unit was designed to provide students with opportunities to gain mentoring, internships, and volunteer positions within professional settings. Historically, UMUC students have been identified as working adults looking to further their careers, however UMUC students have shared that they are also students looking for new careers or alternate career paths. Additionally, UMUC Students are often current or former military and the Career Services Unit is able to assist these students with securing positions for their next careers.

Through job fairs with local corporations and government agencies, students from all backgrounds are afforded an opportunity to interview and present themselves to employers who can help to further their career aspirations. These job fairs occur on UMUC campuses, however UMUC recruiters regularly attend conferences and job fairs to reach out to individuals from under-represented populations who may be looking for employment with UMUC.

Table 2				
2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
University of Maryland University College				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<i>State the recruitment and/or retention initiative and indicate for whom it applies</i>	<i>State the initiatives used to create interactions and awareness for students, faculty, and staff</i>	<i>State what type of instruction and training is used for students, faculty, and staff</i>	<i>List in hierarchical order all diversity structures used within and across the institution</i>	<i>State the targeted programs and services indicate for whom each is targeted</i>
1) Diversity linked job postings	1) All postings include references and information related to UMUC's EEO policy and Diversity and Equity Office		1) Includes Diversity and Equity Office, Human Resources, and the Marketing Office	1) Diversity Linked Job Postings are posted in Indeed.com, Simply Hired, and Ad hoc postings
2) Sourcing	2) Job postings are posted through a variety of publications, periodicals, and online sites to ensure that postings are presented to a diverse population of potential candidates.	2) Sample questions are provided (upon request) to interviewers that indicate what appropriate interview questions are pertaining to demographic questions Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring.	2) Human Resources	2) Sourcing, LinkedIn, and Washington Post
3) Veteran Hiring Plans	3) Ensures that veterans have the resources and support they need as they transition to the workforce. The student population is heavily comprised of both current and former military and this prepares them for a smooth transition to the workforce.	3) The Multicultural Training Unit offers a workshop to assist with making the transition from the military to the higher education workforce	3) Includes Human Resources, Veterans Advising, and the Veterans Resource Center	3) Veteran Hiring Plans Relationship with UMUC Military Partnerships Operation Hiring Maryland Operation Impact - Network of Champions Safe Harbour Wounded Warriors Veterans Economic Communities Initiative AmVets Recruit Military Career Fair (Nov 5th - DC) Military Times Print Ad
4) Career Fairs - Accessibility Services		4) Counseling and information is made available for all students who may require short- or long-term accommodations. Representatives from the Accessibility Services Unit are present during each event.	4) Includes Accessibility Services Unit, Human Resources, Career Services, and the UMUC Alumni Association	4) Career Fair - Accessibility Services
Legend				
Y = Yes				
N = No				

Creating Positive Interactions and Cultural Awareness throughout the UMUC Community

To expand cultural diversity awareness among students, faculty, and staff, numerous programs and communications were developed for the University. The UMUC Diversity Poster series has continued throughout the University with the development and distribution of posters highlighting cultural and heritage month celebrations across the globe. In conjunction with the Marketing Team, diversity posters have been developed highlighting the following cultures, heritages, and diversity events:

- African-American Heritage Month
- Asian-Pacific American Heritage Month
- Caribbean-American Heritage Month
- Constitution Day
- Disability Employment Awareness Month
- Earth Day/Arbor Day

- Gay, Lesbian, Bisexual, Transgender Pride Month
- German-American Heritage Month
- Hispanic-American Heritage Month
- Independence Day
- Irish-American Heritage Month
- Jazz Appreciation
- Martin Luther King Jr. Day of Service
- National American Indian Heritage Month
- Polish-American Heritage Month
- UMUC Core Value Posters
- UMUC Equal Opportunity Officers Contact Posters
- Universal Human Rights Day
- Women's Equality Day
- Women's History Month
- World Religion Day
-

Posters are displayed in each department and each of the public spaces throughout UMUC locations. To further communicate information regarding a particular Heritage or Cultural theme, announcements are included in weekly newsletters that are received by all staff and faculty. Additionally, to ensure that UMUC students are receiving the diversity messaging, we utilize UMUC's social media platform to engage all students in the virtual diversity discussion.

Throughout the year, tools and resources were provided to support awareness of diversity and federally recognized cultural holidays. Additionally, in September, UMUC recognized U.S. Constitution Day by distributing pocket-size constitutions.

An integral part of the cultural diversity efforts at UMUC are the outreach activities in which the students, alumni, faculty, and staff are engaged. Individuals throughout UMUC are provided with opportunities to participate in outreach activities that enable them to work across cultural differences in the community. In 2015, UMUC sponsored four dragon boat events for the UMUC Virtual Dragons. The dragon boat festivals are events that began as a celebration of Asian culture and provide individuals from all backgrounds the opportunity to work together during dragon boat races. A total of 36 paddlers (UMUC staff, students, alumni, and friends) competed in races in Washington, DC, Cape May, Jersey, and Philadelphia, PA. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 20 UMUC staff, alumni, and students in the Maryland-National Capital Parks and Planning Commission Department of Parks and Recreation for Prince Georges County Summer Slow Pitch Softball League. Additionally, in 2015, the University sponsored the UMUC Cycling Dragons, which was comprised of 31 members of the UMUC Community.

Over the course of the past year, the Diversity and Equity Office has supported events to raise awareness about a variety of cultural diversity themes. These luncheon lectures and discussion events are designed to provide staff, students, and faculty with an opportunity to learn more about the cultural theme for the month and to engage in a dialogue with other attendees. The events for the past year included:

- January 2015- Martin Luther King Day: “Dreams for Global Peace and Social Justice” (Lecture by Professor Carmen Gillespie from Bucknell University)
- February 2015- African American Heritage Month: “Celebrating A Century of Black Life, History, and Culture” (Documentary- *The Black List*)
- March 2015- Women’s History Month: “Forging Frontiers: Women Leaders in STEM” (Performance and Lecture by Kate Campbell Stevenson)
- March 2015- Irish American Heritage Month (Documentary- *The Irish at Gettysburg*)
- April 2015- Earth Day: “UMUC Achieving Sustainability” (Lecture by Cora Lee-Gilbert and Sean Williamson from UMUC)
- May 2015- Older Americans Month: “Alzheimer’s and Dementia” (Lecture by Ron Hendler Public Health Policy Expert)
- June 2015 – LGBT Pride Month: “Promoting Inclusion Without Exception” (Lecture by Keith Thirion from Equality Maryland)
- September 2015- Hispanic Heritage Month (Lecture and Performance by Adrian Valdivia from DC Casineros)
- October 2015- Disability Employment Awareness Month: “My Disability is One Part of Who I Am” (Lecture by Emily Hanna from American Association for People with Disabilities)
- November 2015- Native American Heritage Month (Performance by Daniel Tramper Cherokee Hoop Dancer)
- December 2015- Universal Human Rights Awareness Month (Lecture by Fariha Alam from UNICEF)

Academic Programs

As an institution of higher learning, UMUC is committed to educating students and this includes educating students about various aspects of diversity. Three courses have been designed and developed within the Behavioral and Social Science curriculum to enhance diversity knowledge. Additionally, the Undergraduate School, offers a minor in Diversity Awareness for all interested students. The diversity courses include:

Courses	# of Participants
BEHS 220 - Diversity Awareness	684
BEHS 320 - Disability Studies	254
BEHS 453 - Domestic Violence	505

Table 3		
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff		
University of Maryland University College		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<i>State the nature and type of instruction and training for students, faculty, and staff</i>	<i>State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution</i>	<i>List institution-wide (IW) and targeted (T) co-curricular programs for students</i>
1) Diversity Awareness Minor	1) The minor is offered as part of the behavioral sciences curriculum offered by the undergraduate school. Students learn about diversity in the community, corporate structure, and its impact on their day-to-day lives.	1) Diversity Awareness Minor Courses (T) Anthropology of Language and Communication Diversity Awareness Disability Studies Gender and Aging Culture and Aging Psychology of Gender Cross-Cultural Psychology Adulthood and Aging The Sociology of Gender Race and Ethnicity: A Global Perspective Sociology of Religion Intercultural Communications
2) Multicultural Training and Programming for Staff and Faculty	2)	2) Multicultural Training Programs (IW) Interpersonal Communication - Communicating across Differences Managing a Diverse Workforce - Supervisory Training Working in a Multi-National Environment - Employee Training Cultural Sensitivity Understanding EEO Policies
3) Title IX and Sexual Violence Prevention	3) All students are offered the online Title IX and sexual violence prevention module in order to ensure that they are equipped with the tools, knowledge, and resources to understand how to manage potentially harmful and illegal situations that may present themselves	3) Title IX and Sexual Violence Prevention (IW) and (T) Preventing Discrimination and Sexual Violence - Faculty and Staff Preventing Discrimination and Sexual Violence - Students The Clery Act and Campus Security Unlawful Harassment Prevention for Higher Education (Faculty) Unlawful Harassment Prevention for Higher Education (Staff)
4) Monthly Heritage Month Events	4)	4) Heritage Month Events (IW) and (T) Martin Luther King, Jr. Day: Dreams for Global Peace and Social Justice African-American Heritage Month: "Celebrating a Century of Black Life, History, and Culture" Women's History Month: Forging Frontiers: Women Leaders in STEM Earth Day: UMUC Achieving Sustainability Older Americans Month: Alzheimers and Dementia LGBT Pride Month: Promoting Inclusion without Exception Hispanic Heritage Month Lecture and Performance Disability Employment Awareness Month: "My Disability is One Part of Native American Heritage Month: Cherokee Hoop Dancer performance Universal Human Rights Awareness Month
Legend		
Y = Yes		
N = No		

Reporting Campus-based Hate Crimes

Over the course of the past year, there have been no reported incidents of hate crimes or bias-motivated incidents that have occurred. The University continues to provide a forum for individuals to report any incidents that occur and works to build a climate wherein such incidents will not be tolerated. All members of the UMUC Community can contact the

Ombuds Office to have confidential discussions regarding any concerns that they have or can work directly with the Fair Practice Officer. Further, the Response Emergency Assessment Crisis Team (REACT) is available for individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The REACT Team is comprised of leadership throughout the University including the President’s Office, Office of Human Resources, the Diversity and Equity Office, Office of Student Affairs, Legal Affairs Office, the Accessibility Services Unit, and the Provost’s Office.

Table 4	
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity	
<i>Institution has a Process for Reporting Campus-Based Hate Crimes</i>	
<i>University of Maryland University College</i>	
Yes	
There are several places and resources in place to ensure that staff, faculty, and students can report any campus-based	
1) The Response Emergency Assessment Crisis Team (REACT) is available to report any incidents on campus that are threat to the safety or mental health of staff, faculty, and students	
2) The Ombuds Office	
3) Fair Practices Office	
4) UMUC Security	
Over the past year, we have not received any reports of campus-based hate crimes.	
Legend	
Y = Yes	
N = No	

II. Demographic Data

Students

As shown in Table 5 below, the total number of students enrolled at UMUC locations in Maryland increased by 2342 from Fall 2014 to Fall 2015. The ratio of historically under-represented demographic groups remained unchanged over the past year. African-American/ Black students remained at 30% and Hispanic/Latino students remained at 10% in the Fall of 2015.

UMUC’s student population was 52% male and 48% female in Fall 2015, which is consistent with the gender proportions in Fall 2014. The African-American subpopulation is 55% female and 45% male, while the White student subpopulation is 43% female and 57% male.

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	12397	33	4438	7959	12933	33	5254	7679	14477	30	6250	8227	15079	30	6716	8363

American Indian or Alaska Native	206	1	75	131	162	0	76	86	218	0	114	104	234	0	117	117
Asian	1857	5	932	925	1999	5	1117	882	2487	5	1392	1095	2599	5	1455	1144
Hispanic/Latino	2038	5	985	1053	3327	8	1761	1566	4712	10	2578	2134	5301	10	2969	2332
White	14125	38	7234	6891	15946	40	8984	6962	19519	41	11270	8249	20084	40	11539	8545
Native American or other Pacific Islander					185	0	92	93	303	1	154	149	361	1	182	179
Two or more races					1152	3	511	641	1659	3	750	909	1880	4	843	1037
Did not self identify	6724	18	2777	3947	3853	10	1749	2104	4531	9	2160	2371	4710	9	2250	2460
Total	37347		16441	20906	39557		19544	20013	47906		24668	23238	50248		26071	24177

Faculty

Table 6 depicts the ethnicity and gender demographics for UMUC faculty as of Fall 2015. The largest group (67% in Fall 2015) of faculty are those classified as “White”. Many faculty members decline to identify their race or report as “other”. The second largest group of faculty is African-American/Black faculty members at 17% as of fall 2015. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 11% of the total faculty representation.

Males comprise 55% of the faculty and females 45% as of Fall 2015.

TABLE 6: Separate Comparison Table for Faculty

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	159	8	86	73	419	16	217	202	412	16	212	200	478	17	245	233
American Indian or Alaska Native	12	1	8	4	20	1	13	7	21	1	14	7	19	1	1413	6
Asian	71	4	57	14	196	8	138	58	207	8	132	75	205	7	124	81
Hispanic/Latino	27	1	16	11	67	3	43	24	71	3	45	26	89	3	55	34
White	827	42	498	329	1786	69	1017	769	1773	68	998	775	1891	67	1049	842
Native American or other Pacific Islander					1	0	1		1	0	1		1	0	1	
Two or more races					12	1	8	4	12	1	8	4	20	1	14	6
Did not self identify	862	44	484	378	106	4	58	48	102	4	51	51	108	4	55	53
Total	1958		1149	809	2607		1495	1112	2599		1461	1138	2811		1556	1255

Staff

As shown in Table 7 below, the total number of staff employed at UMUC Stateside locations increased by 5% in 2015 compared to 2014, to 1146 from 1090. The proportions of African-American/Black staff decreased slightly to 29% in Fall 2015 from 31% in Fall 2014. The number of Hispanic/Latino staff increased slightly by 1% to 52 from 40 in Fall 2015. The number of White staff decreased slightly by 3% to 474 from 483 in Fall 2015. There was also a slight increase in staff that ‘Did Not Self-Identify’ by 3% to 186 in Fall 2015 from

140 in Fall 2014. Overall, the proportion of female staff remains unchanged over the past year.

TABLE 7: Separate Comparison Table for Staff

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	255	26	63	192	387	33	107	280	334	31	87	247	335	29	95	240
American Indian or Alaska Native	3	0	2	1	4	0	2	2	4	0	2	2	4	0	2	2
Asian	71	7	28	43	78	7	32	46	68	6	27	41	67	6	26	41
Hispanic/Latino	27	3	8	19	36	3	12	24	40	4	16	24	52	5	19	33
White	376	39	132	244	532	46	194	338	483	44	168	315	474	41	161	313
Native American or other Pacific Islander					1	0		1	1	0		1	1	0		1
Two or more races					16	1	5	11	20	2	6	14	27	2	7	20
Did not self identify	244	25	90	154	103	9	33	70	140	12	49	91	186	16	69	117
Total	976		323	653	1157		385	772	1090		355	735	1146		379	767

CONCLUSIONS

The Diversity and Equity Office has continued to set the tone for diversity and inclusion as we work to ensure that there is a positive climate for diversity throughout the University. All of the units that comprise the Diversity and Equity Office make the University a better place for individuals from all backgrounds, perspectives, and experiences. The commitment to diversity at UMUC has never been more apparent as individuals from the President, the Executive Committee, the President’s Cabinet, along with staff, faculty, and students across the globe are engaged in spreading the diversity message. Additionally, the collaboration between the Diversity and Executive Office and other departments (e.g. Human Resources, Legal Affairs, etc.) ensures that diversity milestones, landmarks, and goals are included in programs across the University. Every day the core value of ‘Diversity’ is part of the UMUC culture and every individual that joins UMUC learns about how important this is to our continued growth and success.