

**UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL
DIVERSITY**



FEBRUARY 24, 2012

This report has been prepared as UMBC's annual update on its institutional programs of cultural diversity as required by Senate Bill 438 and House Bill 905 passed into law by the Maryland General Assembly effective July 1, 2008. Given the page limitation for the report, only a summary of the many ongoing activities can be included in this progress report for 2011.

I. Introduction

Throughout 2011, UMBC has taken steps to continue deepening its commitment to diversity as one of its core principles guiding the recruitment and retention of faculty, staff, and students. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC has achieved national recognition as a model campus for its diversity initiatives, including The Meyerhoff Scholarship Program, the UMBC ADVANCE program, the PROMISE Alliance, and the ACTIVATE Entrepreneurship program. These programs and others reflect the substantive commitment to diversity that UMBC continues to fulfill. Four overarching goals constitute the organizing framework for UMBC's diversity programs:

- A. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community**
- B. To provide conditions for personal success**
- C. To provide a culture of safety, inclusion, and respect**
- D. To encourage and support individual development and advancement**

The UMBC Diversity Plan dated March 4, 2009 advanced the following specific recommendations:

- Establish a Diversity Council
- Further enhance on-going initiatives by increasing the support for transfer students as UMBC continues to address the Achievement Gap
- Further enhance on-going initiatives by providing additional support for increasing the diversity of UMBC's faculty and staff
- Enhance support for the success of faculty and staff members recruited to UMBC under the various diversity initiatives

II. Work of the Diversity Council

UMBC's Diversity Council was established during the academic year 2009-2010. The Council's membership was expanded again this year to a new total of 19 members in order to further broaden its representation. The Council met twice during 2011 (February 10 and November 16) and focused its discussions on:

- Inclusion and physical and psychological safety for all members of UMBC's academic community. For example, the need for LGBTQ students and Muslim students to feel safe and understood in talking with their instructors and other students about issues of parental support vis-à-vis their academic and personal goals

- The need to develop a resource guide for faculty and staff to refer students in need of support

The Diversity Council reports its recommendations to the President's Council annually.

III. Recruitment and Support of a Diverse Undergraduate Student Body

A. *Programs that support student diversity and success*

1. Funding from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS) for Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program at UMBC has been renewed through May 2015. This grant will continue to provide financial support, academic advising and professional development to an anticipated 34 undergraduate junior and senior underrepresented minorities (URM) each year. The program's focus is to support students underrepresented in the fields of biomedical or behavioral sciences, or mathematics, who seek to earn a Ph.D. and pursue a research career. Since the program's beginning in 1997, a total of 289 students have been selected as MARC Trainees, 97.5% of whom have graduated with STEM Bachelor's degrees. Trainees typically enroll in a Ph.D. program upon graduation with a B.S. in a biomedical discipline. 94% of MARC Trainees have entered post-graduate education. More specifically, 68% of MARC alumni entered either a Ph.D. or a combined M.D./Ph.D. program. To date 43 program alumni have earned a Ph.D. in a field of biomedical science; this includes 12 who have earned an M.D./Ph.D.
2. The Center for Women in Technology (CWIT) in the College of Engineering and Information Technology (COEIT) supports UMBC's commitment to diversity by identifying those areas in engineering and technology where women are significantly underrepresented and offering support. CWIT supports the University in its efforts to attract private and public funding.

In the Fall 2011, CWIT served 44 current Scholars and the total number of CWIT Scholars since 2002 reached 107. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2011 have either graduated in a COEIT major or are currently continuing their studies. The average GPA of current Scholars at the end of the spring 2011 semester was 3.5. In addition, CWIT currently provides academic, personal, and professional development support to 6 SITE Scholars (NSF funded; ended in October 2011) and 59 Affiliates (56 women and 3 men). CWIT Affiliates are invited to participate in an annual retreat at the start of the semester and are included in CWIT Scholar community-building events, academic and career programming, and service learning activities. This year's Affiliates program was expanded to include a pilot peer mentoring program targeting new women (and interested men) entering engineering and IT majors at UMBC.

In May of 2011, the 2010 Affiliates were invited to complete the CWIT End of Year Survey about their experiences. Twelve of 33 of last year's Affiliates completed the online survey. All of the respondents said that they met students in their major as a result of participation; 70% said the Affiliates program helped to ease their transition to UMBC; and 80% reported that it helped them make friends. All respondents rated their overall experience as good or excellent.

3. During the AY 2010-11, a total of 7 staff and 265 students from the Meyerhoff Scholars Program (with more than 58% being underrepresented minorities) participated in a variety of academic and social

events. The Program has worked diligently to increase the number of Hispanic applications, admits, and enrolled students in recent years. Currently, of the 10 Hispanic students in the program for AY 2011-12, five are first year students. The program is collaborating with the Hispanic College Fund to attract a broader range of applicants.

4. During the 2011 academic year, the Mosaic Culture and Diversity Center reached 1,300 undergraduate/graduate students, staff, and faculty through 60 programs including Welcome Week outreach events for new and transfer students, weekly UMBC Talks Diversity Dialogue series, Safe Zone workshops for LGBTQ student support, Introduction to an Honors University (IHU) cultural competence class presentations for new first year students, transfers and returning students by request, and co-sponsored events with on and off-campus partners. Additionally, Residential Life offered 260 Multicultural Exploration programs in the residential communities and the Career Services Office offered targeted support through diversity recruitment events on and off campus.
5. University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (50 attendees), sexual assault awareness (300 attendees), domestic violence awareness (100 attendees), and women's seminars in health education (5 attendees) were programs targeted to women. Sex in the dark (125 attendees) and World AIDS Day (130 attendees) included specific information for targeted populations including LGBTQ and international students.

B. *Closing the achievement gap*

Table 1 includes the six-year graduation rate of UMBC freshmen by race by entry year between 1998 and 2005. This rate varied between 58.0% and 66.0% for African American students without a clear trend. Though not the focus of our original achievement gap goals, the graduation rate for Asian students, lowest among all races for students who began as freshmen from 2003 to 2005, merits concern and will be a focus in the coming year. UMBC will analyze the graduation rate data for this student population in more detail to better understand the potential factors impacting these graduation rates and devise ways to enhance support for these students. Table 2 shows the six-year graduation rate of UMBC transfer students by race for entry years between 1998 and 2005. African American transfer students at UMBC have a six-year graduation rate that is in general 10 percentage points lower than White transfer students. There is particular concern for African American male transfer students. For the 2005 cohort, this gap widened to approximately 20 percentage points. A number of actions have been implemented to close this achievement gap as detailed in Section III. C. of this report. A review of progress-toward-degree of students who started at UMBC in 2006 and beyond suggests an improving trend in upcoming years.

	1998		1999		2000		2001		2002		2003		2004		2005	
	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate
Asian	225	54.7%	263	56.7%	242	53.7%	266	53.0%	297	47.8%	336	51.8%	301	47.5%	354	48.6%
African American	179	59.8%	185	60.0%	166	58.4%	149	62.4%	119	58.0%	156	66.0%	131	59.5%	143	60.8%
International	43	48.8%	38	60.5%	45	46.7%	36	63.9%	36	63.9%	35	71.4%	42	52.4%	31	64.5%
White	744	54.0%	851	56.1%	793	56.1%	826	59.6%	856	62.4%	881	61.1%	863	59.7%	818	56.6%
Hispanic	31	41.9%	29	51.7%	31	54.8%	27	63.0%	27	74.1%	47	57.4%	38	60.5%	42	61.9%
American Indian	8	37.5%	5	60.0%	4	100.0%	4	75.0%	7	42.9%	5	60.0%	5	100.0%	6	50.0%
Unknown	14	50.0%	21	57.1%	23	47.8%	21	61.9%	14	28.6%	27	59.3%	22	54.5%	20	60.0%

	1998		1999		2000		2001		2002		2003		2004		2005	
	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate
Asian	123	63.4%	126	70.6%	144	68.8%	158	63.9%	117	59.0%	125	70.4%	119	63.9%	117	68.4%
African American	144	43.1%	152	44.1%	163	50.9%	168	54.2%	176	48.3%	157	47.8%	167	55.1%	163	43.6%
International	56	71.4%	52	63.5%	65	75.4%	66	62.1%	73	64.4%	57	64.9%	56	67.9%	45	57.8%
White	455	60.2%	422	60.0%	452	56.9%	419	63.2%	429	60.6%	423	63.4%	490	61.8%	399	64.9%
Hispanic	15	33.3%	27	55.6%	26	42.3%	24	41.7%	37	54.1%	31	74.2%	35	71.4%	35	77.1%
American Indian	7	57.1%	5	80.0%	5	80.0%	4	75.0%	3	33.3%	3	33.3%	4	75.0%	2	50.0%
Unknown	21	38.1%	17	70.6%	16	75.0%	16	37.5%	13	61.5%	16	31.3%	16	62.5%	17	47.1%

C. Actions taken in the past year to support transfer students

1. Modified Introduction to an Honors University (IHU) seminar for transfer students (TRS 201)

TRS 201 seminars are one- or two-credit courses linked to a required course in the major that is typically taken by new transfer students. In each TRS, 60 percent of the course is academic content the department deems advantageous for new students entering upper-level courses. The remaining 40 percent of the course focuses on information that assists with the transition to the university as it also addresses topics of particular interest to transfer students such as academic advising, career counseling and connections to faculty in the discipline. TRS 201 reinforces the lecture content while working with students to enhance their study skills, including a major focus on ensuring students have the writing, communication, and research skills necessary to be successful in their discipline. The course also supports students in the areas of exam preparation, time management, and other key skills through the lens of the needs of transfer students. TRS courses launched in Fall 2011 with Computer Science (10 students),

Information Systems (14 students), and Modern Languages, Linguistics, and Intercultural Communication (eight students) offering seminars.

2. Expanded Supplemental Instruction (SI) for courses which historically have been difficult for transfer students

SI is peer-assisted group discussion in optional weekly sessions offered five times per week. A trained peer SI leader assists students in identifying key topics and problems from class and solving them. SI leaders are recruited primarily from among Meyerhoff and Sherman Teacher Scholars Programs and students recommended by faculty members.

- SI was expanded (Fall 2011) to all three sections of MATH 150, all four sections of CMSC 202, and selected sections of BIOL 141
- SI was piloted (Fall 2011) in PSYCH 332
- Of the 490 students who participated in eight sections of SI over three semesters (spring 2010 through spring 2011) 20% (98) were transfer students. Of these:
 - 54% were male transfer students (53) and 46% were female transfer students (45).
 - 60% of the transfer students (59) earned an A, B, or C in the course.
 - 60% of the male transfer students (32) earned an A, B, or C.

3. Extended First-Year Intervention (FYI) to include transfer students

FYI focuses on freshmen, including transfer students with fewer than 30 credits. The program asks faculty members to report on any of these students who, at mid-semester, are in danger of earning less than an A, B, or C in the course. The FYI program notifies identified students of their situation via a *myUMBC* alert linked to online information about campus support available to the students.

- More than 800 course sections are included in the program each semester
- Transfer students were added to the long-standing FYI program in Fall 2010
- In spring 2011 a total of 334 alerts were sent to 138 transfer students (out of 211 transfer students identified with fewer than 30 credits.)

4. CWIT served 21 new transfer students as part of its Affiliates Program in the Fall 2011. The Affiliates Peer Mentoring Program matched 31 new engineering and IT students with upper class students in their major, including 13 transfer students.
5. In Spring 2011 and Fall 2011 semesters, the Office of Commuter Student Services (OCSS) hosted a series of initiatives to promote the academic success of transfer students and specifically African American male transfers.

OCSS's African American male transfer student focus group has evolved into an independent student organization, Men Achieving Leadership, Excellence & Success (M.A.L.E.S.). The Transfer Student Network continues to support, and co-sponsor events with, M.A.L.E.S. A series of social events over the last two semesters has been attended by seventy-six (76) male students. They participated in informal and formal acquaintanceship activities, and were also introduced to faculty, staff and students in critical campus support services.

6. Transfer Student Network (TSN) increased interactions with transfer students through the creation of a new workshop series. Thirty-three (33) transfer students participated in workshops

in Spring 2011 focused on workforce development skills including resume writing and practice interviews. In Fall 2011 workshops focused on acquaintanceship and on-campus resources to assist transfer students with transition were attended by 15 students.

7. Strengthened Transfer Student Alliance (TSA)

The Transfer Student Alliance (TSA) identifies early on students at the Community College of Baltimore County (CCBC), Montgomery College (MC) and Prince Georges Community College (PGCC) who plan to transfer to UMBC after completing an AA degree. TSA students have access to UMBC student activities and a discounted rate for concurrent enrollment courses. Upon transfer to UMBC, TSA students are guaranteed housing, priority registration/orientation, and, for eligible participants, a scholarship.

- Increased the number of TSA participants from five in Fall 2008 to 134 in Fall 2011
- Maintained ongoing communications from the UMBC Coordinator for Transfer Admissions and Partnerships to TSA students enrolled at CCBC, MC and PGCC to encourage their participation in campus events
- Conducted an on-campus reception in Spring 2011 for 29 community college students to welcome TSA participants from CCBC and MC and connect them with the UMBC community and TSA alumni
- Finalized a TSA agreement with Prince George's Community College (PGCC) in Spring 2011

8. Residential Life expanded residence hall availability for transfer students. Scarce campus housing resources have previously been allocated to first-year, first-time students. The number of transfer students placed in on-campus housing for fall has increased significantly from 165 in 2010 to 206 in 2011. Living-Learning Community (LLC) placements in Fall 2011 included 26 transfers. This is an increase of six from last year. Data indicate LLCs are effective in engaging students on campus.

IV. Recruitment and Support of a Diverse Faculty Body

A. *URM Faculty hires and attrition in AY 2011-12*

UMBC hired 28 new full-time faculty for appointments in AY 2011-12. Overall, 18% (N=5 of 28) of all new instructional faculty and 17% (N=4 of 23) of the new TT/T faculty were members of underrepresented minority groups. In addition, building on the success of the UMBC ADVANCE Program, an additional female was hired in STEM which brings the total of STEM female faculty to 23% (N=43 of 183). However, during this same time period, UMBC lost two female STEM faculty (1 due to an outside offer from another university and 1 due to an unsuccessful tenure review). In order to develop effective institutional practices for the recruitment, retention and advancement of a diverse faculty at UMBC, the President and Provost, in tandem with the newly hired Program Coordinator for Faculty Diversity Initiatives, have worked closely with the ADVANCE Executive Committee and the Executive Committee on the Recruitment, Retention and Advancement of Underrepresented Minority Faculty (URM) to develop and implement the following interventions and initiatives.

B. *Recruitment*

The Office of the Provost has moved forward with a highly-visible campus-wide initiative designed to sustain the success of the ADVANCE program, achieve similar success in the recruitment, retention and advancement of URM faculty, and extend effective practices derived from the evaluation of these efforts to enhance the success of all faculty at UMBC. Key components of this initiative include:

1. *Incentive Hires*-target specific positions for the purpose of enhancing the diversity of the faculty at UMBC. Searches for these positions are conducted in tandem with active searches already authorized for the current year. Specific departments are approved for incentive hire positions based on the recommendation of the Dean and additional factors including, but not limited to, high student/faculty ratios. Three successful incentive hires were completed in AY2010-2011, with an additional position authorized for AY2011-2012.
2. *UMBC Postdoctoral Fellows Program for Faculty Diversity*- a pilot program designed to support promising scholars who are committed to diversity in the academy and to prepare those scholars for possible tenure track appointments at UMBC. On July 1, 2011, UMBC appointed two inaugural Postdoctoral Fellows. Each fellow is provided with individual teaching and research mentors and specialized professional development opportunities across the campus. During the two-year term of appointment, each fellow will teach one course a year in the host department. The Office of the Provost is assessing the program throughout the pilot period.
3. *Outreach Activities* -working with a \$15,000 budget in the Office of the Provost, these activities focus on the identification of potential candidates for on-going searches, and enhancing the national visibility of UMBC's commitment to faculty diversity in targeted venues and publications. In the Summer of 2011, UMBC initiated a faculty diversity marketing campaign, "We're Changing Minds, Come Join Us," with ads placed in targeted publications highlighting the accomplishments of a number of our exceptional faculty of color. This theme also is used in outreach activities at national and regional venues and conferences for minority scholars. A large recruitment team of UMBC faculty and staff, including representatives from departments with active searches, attended the Southern Regional Education Board (SREB) *Compact for Faculty Diversity's Institute on Teaching and Mentoring* again in October 2011. In addition, UMBC recently unveiled the redesigned ADVANCE website (<http://www.umbc.edu/advance/>).

C. *Retention and Advancement*

1. *Executive Committee on Recruitment, Retention and Advancement of Underrepresented Minority Faculty* –The Executive Committee provides advice and counsel to the Provost on issues and concerns specifically associated with the hiring, retention and advancement of underrepresented minority faculty at UMBC. The Committee also guides the development and implementation of initiatives to enhance faculty diversity at UMBC. The Executive Committee on Recruitment and Retention of URM Faculty also has three active subcommittees that are currently exploring the following initiatives: enhancement of the post doctoral fellows program, including stipends, recruiting timelines, reports, and processes for UMBC hiring interested postdoctoral fellows as UMBC faculty; featuring current postdoctoral fellows in the UMBC Magazine and circulating it to recruit URM faculty; possible pursuit of external funding to support these efforts.
2. *ADVANCE Executive Committee* – The ADVANCE Executive Committee provides advice and counsel to the Provost on programmatic initiatives designed to advance the success of women faculty in STEM at UMBC.

D. *Areas of Opportunity and Resources for Enhancement*

Based on data compiled by the Program Coordinator, UMBC has identified areas for opportunity to enhance the retention and advancement of URM faculty across the campus and female faculty in STEM.

1. *Recruitment*-Out of a total of 395 tenure/tenure track faculty, there are currently 26 (6.6%) Black/African American faculty and 12 (3%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 43 (23%) female faculty. While inroads have been made in recruiting faculty of color and women in STEM, more work remains to be done. The Program Coordinator is currently investigating best practices for diversity hiring initiatives at universities across the country in an effort to redesign or augment the current incentive hiring program. UMBC continues to place high priority on recruitment of URM faculty – particularly African American and Latino/Hispanic – across all disciplines.

2. *Retention and Advancement*-A disaggregation of faculty data by race and gender reveals a disproportionate number of faculty at the Associate and Assistant Professor levels among faculty of color and female faculty in all colleges. Out of 26 Black/African American faculty, eight (31%) are at the Assistant rank, 13 (50%) are at the Associate Professor rank, and the remaining five (19%) faculty are Full Professors. In terms of the 12 Latino/Hispanic faculty, six (50%) are at the Assistant Professor rank, five (42%) at the Associate Professor and only one (8%) is a Full Professor. The numbers for women faculty in general are 153 (39%) faculty, out of which 56 (37%) are at the Assistant Professor rank, 69 (45%) are at the Associate Professor rank and 28 (18%) are Full Professors. The Provost has established a college-based mentoring initiative to support the advancement of Assistant and Associate Professors with particular emphasis on women and URM faculty. To that end, the College of Natural and Mathematical Sciences has developed a pilot mentoring program that will consist of a week-long retreat in January 2012 for Associate Professors. The College of Arts, Humanities and Social Sciences has ongoing efforts to support associate professors in moving toward promotion.

V. Recruitment and Support of a Diverse Graduate Student Body

- A. The Meyerhoff Graduate Fellows Program was established in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents. The Meyerhoff Graduate Fellows Program has transformed graduate education at UMBC. Since the program's inception in 1996, enrollment of underrepresented students in participating PhD programs (Biological Sciences, Chemistry and Biochemistry, Engineering, Human Services Psychology and Physics) has increased significantly. The URM enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 67 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) at the University of Maryland, Baltimore. An additional 44 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only seven URMs earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 18 years preceding the Meyerhoff Graduate Program.
 1. PROMISE, the National Science Foundation's Alliance for Graduate Education and the Professoriate (AGEP) in Maryland, increases the number of underrepresented minority students receiving Ph.D.s in STEM. Formed in 2002 and led by UMBC, PROMISE is a multi-institution consortium that includes the University of Maryland College Park (UMCP) and the University of Maryland, Baltimore (UMB). PROMISE's goal is to facilitate Ph.D. completion and prepare students for careers as professors in the STEM disciplines. UMBC and PROMISE sponsor a number of programs and initiatives that are designed to facilitate graduate student community, professional development, degree completion and transition to career. Community is also maintained through a series of websites (e.g., <http://www.umbc.edu/promise>) and social media venues including Facebook (<http://www.facebook.com/PROMISEagep>) and Twitter (http://www.twitter.com/PROMISE_AGEP). Participation in PROMISE extends beyond the STEM fields. All graduate students, and particularly graduate students from underrepresented backgrounds, are invited to participate in the activities of PROMISE regardless of their academic disciplines. The following initiatives, seminars, and events facilitate cultural diversity among UMBC's graduate student population:
 - Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Recognition of Graduates* (150 participants, including seven faculty & staff in May 2011; underrepresented PhD alumni and postdoctoral associates were also in attendance); and *Faculty/Staff/Student Connections Opening Meetings*. The Fall 2011 PROMISE Opening meeting for UMBC hosted nearly 100 underrepresented graduate students and six minority faculty members. Other special seminars are co-sponsored with the Meyerhoff Graduate Fellows program.

- Summer Success Institute: The PROMISE Summer Success Institute (SSI) is an annual conference founded in August 2003 to bring together new/incoming graduate students and those graduate students (both Master’s and Ph.D. level) who were continuing in their programs so that they could prepare for and embrace the upcoming academic year of graduate study. The SSI provides a support system, particularly for graduate students from underrepresented backgrounds. One hundred graduate students, 15 faculty & staff, and two undergraduates participated in the August 2010 SSI. The 2011 event included more than 30 underrepresented PhD alumni and faculty. Minority postdoctoral fellows from UMBC and UMB participated in the program as moderators and small group leaders.
<http://promisesuccessseminars.wordpress.com/promise-summer-success-institute-ssi/>

UMBC’s overall graduate student population has grown rapidly over the past few years and has increased from approximately 1,400 students in 1999 to 2,626 students in 2011. Underrepresented STEM (including the social and behavioral sciences) enrollment has grown from 323 in Fall 2001 to 462 in Fall 2011. Between 2003 and 2011, UMBC produced 77 URM Ph.D.s in STEM areas.

Figure 1 shows the increase in URM graduate student enrollment in STEM (not including the social or behavioral sciences) Master’s and Ph.D. programs at UMBC since the introduction of our NSF-funded programs to broaden participation. The data that comprise “all” enrollment include degree-seeking, certificate-seeking, and non-degree-seeking. The impact on enrollment is clear and dramatic, with enrollment more than tripling over the decade. The production of URM STEM (not including the social or behavioral sciences) Ph.D. students is even more impressive, as shown in Figure 2 that compares the eleven years before and the nine years following introduction of our broadening participation programs.

Figure 1

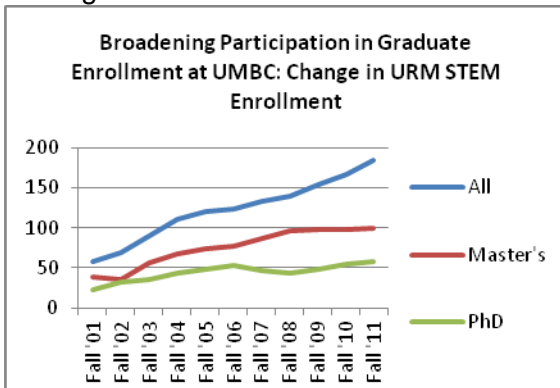
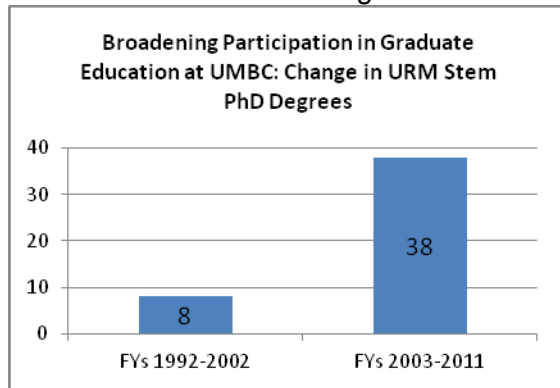


Figure 2



VI. Campus-Based Hate Crimes and Bias-Motivated Incidents

Listed below are the hate crimes and bias-motivated incidents for 2010:

One (1) – Written Intimidation – Sexual – Anti-Homosexual (Gay & Lesbian)

VII. Resources Used and Needed

- A. A coordinator has been hired in the Office of Undergraduate Education (OUE) who works with departments to expand TRS offerings to serve the growing number of transfer students, while also meeting the needs of diverse populations.
- B. UMBC received a planning grant in July 2011 from the Bill and Melinda Gates Foundation to develop a proposal for collaboration between UMBC and four partner community colleges, the purpose of which is to develop models of practice to serve transfer students in the areas of academic advising, curricular alignment, transfer academic experiences, and orientation. The planning grant report is due in May 2012.
- C. In August 2011 CWIT (PI, Dr. Penny Rheingans, and co-PIs Drs. Taryn Bayles, Marie desJardins, Carolyn Seaman, and Anne Spence) submitted a proposal to NSF's S-STEM program to create a scholarship for transfer students. If funded, three cohorts of 10 transfer students from Maryland community colleges majoring in engineering and computing would be awarded scholarships of up to \$6,700 annually and would be supported as part of the CWIT Scholar community.
- D. A Program Coordinator for Faculty Diversity Initiatives has been hired.
- E. Resources are needed to continue the *UMBC Postdoctoral Fellows Program for Faculty Diversity* that is presently being conducted as a pilot project. In addition, in order for UMBC to make desired progress in enhancing the diversity of the faculty, resources will be needed to hire post-doctoral fellows who become interested in joining UMBC as faculty.

VIII. Demographic Data

Table 3 shows the demographic data for students by undergraduate/ graduate status for Fall 2008 through Fall 2011. At the undergraduate level, no significant changes in pattern have occurred between Fall 2010 and Fall 2011 with any fluctuations falling within two percentage points. At the graduate level, there was a 57 percent decrease in the number of students that did not self identify their race/ethnicity, due in large part to efforts by the graduate school to more efficiently collect this information. The percent of graduate students reporting as white increased by almost six percentage points.

Tables 4 and 5 present the demographic data for faculty and staff. While the distribution of race/ethnicity among both staff and tenured/ tenure track faculty exhibited no significant changes, the diversity of non-tenure track faculty was changed in large part by the loss of the Goddard Earth Science and Technology (GEST) Center on campus. Non-tenure track faculty decreased by 86, or 13.2 percent between Fall 2010 and Fall 2011, with international and Asian faculty declining by over 30 percent each. White non-tenure track faculty percent of the group increased by 4.5 percentage points.

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TABLE 3: STUDENTS

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
UNDER-GRADUATE																
African American/Black	1,607	16.7%	729	878	1,646	16.5%	741	905	1,671	16.4%	758	913	1,703	16.1%	760	943
American Indian or Alaska Native	44	0.5%	25	19	52	0.5%	30	22	40	0.4%	21	19	31	0.3%	20	11
Asian	2,085	21.7%	1,106	979	2,034	20.4%	1,077	957	2,126	20.8%	1,171	955	2,207	20.9%	1,201	1,006
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	502	4.7%	241	261
White	4,985	51.9%	2,911	2,074	5,150	51.8%	2,962	2,188	5,131	50.3%	3,005	2,126	5,148	48.7%	3,052	2,096
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	38	0.4%	12	26
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	290	2.7%	134	156
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	197	1.9%	102	95
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	457	4.3%	256	201
TOTAL	9,612	100.0%	5,246	4,366	9,947	100.0%	5,383	4,564	10,210	100.0%	5,593	4,617	10,573	100.0%	5,778	4,795

GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	356	12.2%	144	212	275	10.3%	104	171	309	11.8%	129	180
American Indian or Alaska Native	9	0.3%	5	4	9	0.3%	6	3	3	0.1%	1	2	6	0.2%	3	3
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	181	6.9%	104	77
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	77	2.9%	39	38
White	1,400	52.7%	617	783	1,535	52.5%	679	856	1,274	47.6%	585	689	1,399	53.3%	667	732
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	8	0.3%	3	5
Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.4%	22	16
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	171	6.5%	101	70
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	437	16.6%	242	195
TOTAL	2,656	100.0%	1,190	1,466	2,923	100.0%	1,350	1,573	2,678	100.0%	1,265	1,413	2,626	100.0%	1,310	1,316

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,002	15.6%	885	1,117	1,946	15.1%	862	1,084	2,012	15.2%	889	1,123
American Indian or Alaska Native	53	0.4%	30	23	61	0.5%	36	25	43	0.3%	22	21	37	0.3%	23	14
Asian	2,255	18.4%	1,182	1,073	2,234	17.4%	1,183	1,051	2,282	17.7%	1,246	1,036	2,388	18.1%	1,305	1,083
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	579	4.4%	280	299
White	6,385	52.0%	3,528	2,857	6,685	51.9%	3,641	3,044	6,405	49.7%	3,590	2,815	6,547	49.6%	3,719	2,828
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	46	0.3%	15	31
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	328	2.5%	156	172
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	368	2.8%	203	165
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	894	6.8%	498	396
TOTAL	12,268	100.0%	6,436	5,832	12,870	100.0%	6,733	6,137	12,888	100.0%	6,858	6,030	13,199	100.0%	7,088	6,111

TABLE 4: FACULTY																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	54	5.3%	24	30	53	5.1%	25	28	57	6.1%	30	27
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	2	0.2%	1	1
Asian	107	10.5%	72	35	132	13.0%	87	45	130	12.6%	83	47	105	11.2%	61	44
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	20	2.1%	6	14
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	671	71.4%	395	276
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	3	0.3%	2	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	2	0.2%	1	1	4	0.4%	3	1
Did Not Self Identify	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	78	8.3%	47	31
TOTAL	1,018	100.0%	615	403	1,017	100.0%	620	397	1,032	100.0%	620	412	940	100.0%	545	395

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	19	5.0%	10	9	20	5.3%	12	8	21	5.6%	13	8
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	1	-
Asian	41	10.8%	26	15	50	13.1%	31	19	51	13.4%	32	19	52	13.9%	33	19
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	11	2.9%	3	8
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	272	72.7%	166	106
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	2	0.5%	1	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	1	1	0.3%	-	1
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	33	8.7%	18	15	23	6.0%	14	9	18	4.7%	10	8	14	3.7%	9	5
TOTAL	378	100.0%	233	145	381	100.0%	235	146	380	100.0%	234	146	374	100.0%	226	148

NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	35	5.5%	14	21	33	5.1%	13	20	36	6.4%	17	19
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	1	0.2%	-	1
Asian	66	10.3%	46	20	82	12.9%	56	26	79	12.1%	51	28	53	9.4%	28	25
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	9	1.6%	3	6
White	437	68.3%	255	182	428	67.3%	253	175	430	66.0%	257	173	399	70.5%	229	170
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	3	0.5%	3	-
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	64	11.3%	38	26
TOTAL	640	100.0%	382	258	636	100.0%	385	251	652	100.0%	386	266	566	100.0%	319	247

TABLE 5: STAFF

STAFF (excluding grad asst)	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	276	23.2%	81	195	279	23.2%	88	191	272	22.8%	83	189
American Indian or Alaska Native	5	0.4%	2	3	5	0.4%	2	3	4	0.3%	1	3	3	0.3%	1	2
Asian	40	3.3%	15	25	39	3.3%	17	22	45	3.7%	16	29	45	3.8%	15	30
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	23	1.9%	9	14
White	877	71.9%	358	519	848	71.4%	350	498	846	70.3%	358	488	840	70.3%	346	494
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	4	0.3%	1	3	8	0.7%	2	6
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1	-	0.0%	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	3	0.3%	3	-
TOTAL	1,220	100.0%	463	757	1,188	100.0%	461	727	1,204	100.0%	476	728	1,195	100.0%	460	735

* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category. Two or More Races category available beginning in Fall 2010 reports.

SOURCES: DW.Employees and ReportFactStudentTerm.

Prepared by UMBC OIR, November 2011.