



**Institutional Programs of Cultural Diversity
Progress Report**

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Submitted by:
Joseph Wood, Provost

Section I: Summary of Institutional Plan to Improve Cultural Diversity.

The Mission, Strategic Plan and The Diversity and Culture Center Plan of the University of Baltimore (UB) all provide the framework for organizing and addressing institution-wide diversity initiatives. UB's Mission identifies the need to serve a diverse population, and three of the six Strategic Plan Goals directly address recruitment and retention of a diverse work force and student body. UB's Diversity and Culture Center Plan provides the integration of academic and co-curricular initiatives allowing for a coherent approach to meeting the mission and strategic goals.

Mission of the University of Baltimore:

“The University of Baltimore provides innovative education in business, public affairs, the applied liberal arts and sciences and law to serve the need of a diverse population in an urban setting. A public university, the University of Baltimore offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service.”

Supporting this mission are three goals and related objectives from UB's Strategic Plan.

UB Strategic Plan Goals:

Goal 1: The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded students support services.

Objectives:

- 1.3: Close educational achievement gaps among UB student populations.

Goal 2: The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland's 55 percent college completion goal.

Objectives:

- 2.3: Increase enrollment of Maryland's growing populations, including veterans, immigrants, Hispanics and Asians.

Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.

Objectives:

- 6.7: Continue to cultivate a community that values diversity, equity and inclusion.

UB Diversity and Culture Center Goals:

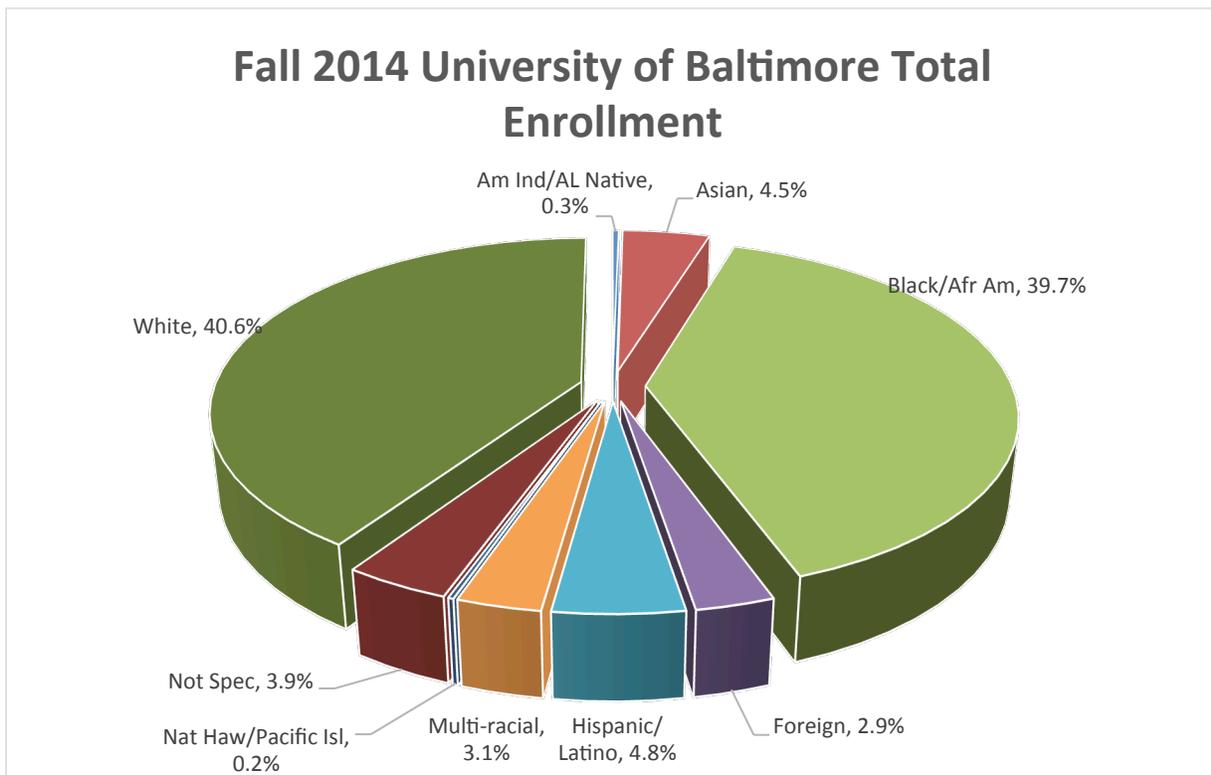
- develop cultural competency standards that will be used to measure multicultural competency and program assessment
- develop experiential cultural immersion, alternative break programs for students
- create an inclusive environment where students can engage and dialogue about diversity and social justice issues and concerns

Strategies and progress measures for initiatives are embedded in the sections to follow.

Section II: Efforts to Increase the Numerical Representation of Traditionally Underrepresented groups among students, administrative staff and faculty.

Students.

Current Status. Historically, University of Baltimore students were in upper division undergraduate, graduate and law programs. Since introduction of traditional-age freshmen in 2007, total enrollment has grown by 30%, with significant growth (65%) in the undergraduate population, moderate growth (18%) in the graduate population, and decline among law students. These changes in the population are attributed to expansion of UB’s undergraduate population in the Baltimore Metropolitan area and geographic recruitment beyond the UB’s historic base to achieve greater diversity—in in age (trending younger), geographic origin (trending farther from campus), and in ethnicity (trending less White).



Tables IV and V at the end of this report document change in student self-reported diversity from 2009-2010 through 2014-2015 academic years. UB’s new freshmen have become the most ethnically diverse population; fall 2014 class composition was 60.5% African American, 19.8% White, 7.8% Hispanic/Latino, 4.5% Asian, and 1.6% International. The undergraduate transfer population for fall 2014 was 46.1% African American, 34.9% White, 5.0% Hispanic/Latino, 4.4% Asian, and 1.9% International. Growth in new freshman was noticeable among Hispanic/Latino and Asian students. New transfer student enrollment remains proportionally

little changed for Hispanic/Latino and African-American/Black students while new transfer Asian student enrollment has decreased. The composition of students in UB's graduate and professional programs has remained fairly constant. In fall 2014, the entering graduate student cohort was 42.7% African American, 35.3% White, 3.0% Hispanic/Latino, 3.5% Asian, and 7.2% International. The Law School population was 13.0% African American, 64.1% White, 6.3% Hispanic/Latino, 5.2% Asian, and 7.4% not specified.

Student Recruitment Initiatives. Focused recruitment efforts are essential to attract students today. For instance, we continue to implement recommendations from the AY 2012-13 *UB 21 Summit on Hispanic Students and Higher Education: Proximos Pasos*, which brought together representatives of local high schools, universities, businesses, government entities, and community groups with the goal of identifying barriers to education and implementing solutions. UB added staff in the Offices of Admissions, including a full-time admission counselor dedicated to active recruitment of Hispanic and Asian students. The Law School, the school with the least diverse student body, has a specific admissions counselor whose primary focus is to work to increase the diversity of underrepresented students in each year's incoming class, and it has developed programs to assist students prepare for applying to law school. At the same time, UB faculty are increasingly conscious of the number of US-resident African and Middle Eastern students enrolled at UB who are not captured by the reporting categories, and we are making a concerted effort to recruit more such students.

What we have learned from Closing the Achievement Gap Analyses. One of the most important ways in which UB has been able to increase the number of traditionally underrepresented students is through effective retention of those students recruited to UB in the first place. Each year since 2011, UB prepares a Closing the Achievement Gap report to the University System of Maryland. This work focuses on assessing the "gap" between the retention and graduation rates of all students and our most at-risk populations, African American, Hispanic, and Pell-eligible students who are first-time/full-time undergraduates and new transfer students. Among UB's most important findings are the following:

*No achievement gap exists in the first to second year transition between all UB first-time undergraduates and African American first-time undergraduates; indeed, retention of African-American students is higher and continues through four years, in part due to our highly supported advising system for pre-majors to advising in the majors. However, transition to more independent course selection with less oversight through advisors and the early alert system often put these students at risk for departure decisions or to be involuntarily separated from the University later in their academic career at UB, and so completion rates do not adequately mirror retention rates for underrepresented groups.

*Pell-Eligible students also fare better than all students during early years, until they begin to exhaust financial aid, at which point many make the choice to go from full-time to part-time (decreased enrollment intensity) or to work more hours outside of school than their skill level can manage. More isolated from the support systems that have helped them to get this far in their degree programs, they stop out (often with the intention to return).

*Many students who reduce their enrollment intensity then take longer than six years to complete, and that requires UB to stay closely connected to these students to help them to completion. Eight years show greater completion rates.

*Recent gains in retention and completion among all underrepresented students reflect interventions taken in recent years following a “Pathways to Persistence” approach for all student cohorts (freshmen, freshman and sophomore transfer students, and upper division transfer students) to determine where the barriers to persistence and progression lie and to determine how better to prepare students to overcome those barriers and when those barriers may be eliminated while retaining high academic standards.

*For transfer students, retention and completion rates are likely a result of lower enrollment intensity in the at-risk population than that for the student population as a whole. For instance, demographic analyses have shown UB’s African American transfer students tend to be older and more part-time (even if they start as full-time students), and it is likely risks associated with being a part-time student are driving the graduation rate gap.

In short, continued improvement for freshmen and transfer student progress has to do with addressing access (course availability, scheduling, and financial aid for part-time students) and institutional commitment (clear connections between the degree and career goals, timely and consistent feedback on progress, and perceptions of the value of the degree at UB. However, because life situations are often key to decisions concerning enrollment intensity, gaps in time to graduation will likely persist for some time, with at-risk students remaining at-risk for lower enrollment intensity rates, and thus longer time to degree completion.

Initiatives Related to Risk Factors for Underrepresented Students. For underrepresented students, indeed for all students, we have systematically focused on risk factors such as developmental placements that reduce credits completed in first year; support during transition from freshman support systems to advising in the majors; college readiness of conditionally-admitted students; access issues related to retention, including course availability to accommodate work and personal commitments; availability of financial aid for part-time students; and commitment to completion (strengthened by more frequent feedback on progress, clearer college to career connections, and more flexible engagement opportunities). We have also undertaken an intentional rebuilding of the general education curriculum, along with course redesign efforts, to make the curriculum more coherent from matriculation to completion for every student.

Faculty and Staff.

As tables I, II, and III demonstrate, UB has experienced only slight change in diversity of faculty and staff since the first report in 2008, and most of that change is in faculty other than those in tenure lines. UB’s Office of Human Resources (HR) annually assesses the impact of recruiting a diverse workforce, tracking applicant responses to specific publications. Because applicant response rates to *Diverse Issues in Higher Education* (DIHE) ads have been low, HR continues to use affirmative action upgrades to *HigherEdJobs* (HEJ) as the primary source for diversity advertising. Response rates to HEJ advertising continue to be favorable. In addition, HR uses selected advertising sources to attract diverse applicants and candidates. In the past year, these

sources have included *Chronicle of Higher Education* affirmative action advertising upgrades and *Hispanic Outlook in Higher Education* advertising. In conjunction with HR, individual schools attend conferences in their disciplines to solicit diverse pools of applicants for positions.

What is clear is that UB has not been effective in recruiting underrepresented faculty members, and in some instances in retaining them. UB needs to find a way to build a faculty that begins to look more like its students and its region.

Section III: Summary of actions taken to create positive interactions and cultural awareness.

Cultural awareness programs offered by a variety of divisions in Academic Affairs and in Student Affairs include programs for faculty and staff training, curricular and course initiatives, and co-curricular programming. In the division of Student Affairs, The Diversity and Culture Center provides the hub for diversity initiatives in collaboration with each of UB's four colleges.

Specific Initiatives, Assessments and Actions taken since last report:

- **The Brotherhood, Mentorship, Achievement, Leadership, and Enterprise Program (B.M.A.L.E. Program).** B.M.A.L.E. Program is a 2014 initiative developed by the Office of the Provost and the Office of Academic Innovation tasked with working to close the achievement and retention gaps for undergraduate black men through the implementation of a multi-layered intervention strategy. The program includes social, cultural and academic support through use of intensive mentoring, building of peer cohort support structures, faculty development opportunities, enhanced advising and tutoring access, and environmental assessments.
- **Safe Space Training.** During the fall 2014 and spring 2015 semesters Diversity and Culture Center members coordinated the Safe Space Train the Trainer Workshops. Training topics included the role and importance of safe spaces; components of sexuality and gender, transgender community and gender variance; and what it means to be an Ally. Following the training, participants were invited to complete the Ally Agreement form indicating their commitment to being a UB Ally. Upon completing the form, participants received the UB Safe Space Placard, and student participants received a Safe Space Ally pin. Nine students, faculty and staff were trained as LGBTQ Allies after participating in training.

All schools and programs provide programmatic initiatives, including the following examples:

BA in English

- Dr. Nancy Kang teaches African-American Literature, Native American Literature and Critical Race Studies
- The degree program includes a cultural diversity requirement
- Co-Curricular integration of African-American History month events with Spotlight UB
- Professor Diedre Badejo was featured in PBS "Sacred Journeys"

- Speaker Ezili Danto, a Haitian poet and playwright, was supported by English Program Rose Funds (Sept. 29, 2014)

MFA in Creative Writing & Publishing Arts

- MFA Reading Series brings in a diverse array of writers
- All books in MFA classes reflect cultural diversity and raise awareness
- Write-Brain kids is a program to bring reading and writing to N. Baltimore's Govans Elementary School

MS program in Applied Psychology; Certificate in Professional Counseling Studies

- Cultural sensitivity is infused across courses in the Industrial Organization track
- APPL614: Community Psychology specifically focuses on interrelatedness of the individual and her/his physical, social and cultural environment
- Students in the Counseling Track work with extremely diverse client populations
- In response to a questionnaire used in assessment regarding diversity, APPL703: Practicum had a diversity component built into the required treatment plans so that diversity issues are discussed each week in student presentations of their treatment plans.

Psychology

- A new initiative engages undergraduate and graduate students in a Virtually Abroad Program in which students from UB team up with students from the University of Barcelona to engage in an experiential learning project.

Integrated Arts

- In-residence performances and master classes by artists such as Aspen String Trio
- Field trips to Walters Art Gallery, Sculpture and Art Walkaround event
- Collaboration with the Hoffberger Center for Professional Ethics to create an Arts and Ethics programming initiative through the Institute

Merrill School of Business (MSB)

- Redesigned MBA Strategic Goal 2 (fall 2014) - Leadership and Team Dynamics: Graduates will analyze the challenges of leading with integrity within a dynamic, complex global work.
- MGMT 498/798 Global Field Study (3). This course provides an opportunity for lectures and discussion with local experts and students regarding key themes of economic, political and cultural importance to business. The course also engages students in field visits to companies, government agencies and other organizations located abroad.
- Study Abroad Trips Planned
 - 2014 trips:
 - · Winterim: Chile
 - Summer: Switzerland
 - 2015 trips:
 - · Spring break: UAE
 - · Summer: Greece
 - 2016 trips:
 - Service-Learning trip to Philippines MGMT 796 Global Business Practicum (3) Spring break: Italy

- Summer: TBD probably Asia
- A partnership between the Merrick School and the Berlin School of Economics and Law offers business programs, during the summer months of June and July that blend business, politics, language and culture for an in-depth study of Germany and the European Union.

College of Public Affairs (CPA)

- Academic Support for the Alternative Spring Break in Mullins, WV
- Continuation of program for Neighborhood Liaisons Project where students work with different groups represented by Greater Homewood Association
- Sponsored Dean's Speaker's Series Discussion on Community Conferencing: techniques to solve community issues
- Sponsored Youth Leadership for Sustainable Communities: Jeffrey Sachs led initiative to develop leadership to solve community problems.
- Sponsored Voter Registration Drives in November 2014.

Public and International Affairs

- Special Topic Offerings in Global Environmental Policy
- Special Topic Offerings in Poverty and Inequality and the Great Society
- Student driven assessment of UB's efforts in Sustainability as part of Special Topics Course in Sustainable Communities

Criminal Justice (CPA)

- Development of the Inside-Out Prison Program where students and prisoners work together on projects
- Development of undergraduate program in Victim Studies;
- Development of graduate program in Trauma Informed Studies.

Health and Human Services (CPA)

- Ongoing development of courses in Aging Politics and Policy Issues;
- Development of course to deal with Empathy for Public Servants

Law School new or on-going programs to address students' learning about cultural diversity.

- Reginald F. Lewis Pipeline Program
- Baltimore Scholars Program
- LSAT Prep Program
- American Bar Association Diversity Day
- Black Law Student Association Black History Month Recognition Week
- Fannie Angelos Institute for Academic Excellence

General Education

- Offered for the first time in fall 2014, a Sophomore Seminar, required of all students with a common reading selection *The Immortal Life of Henrietta Lacks*.

Spotlight UB (university arts venue housed in YGCAS)

- Produced and a play about sexual orientation
- Irish poet Nessa O'Mahony conducted a reading of her own work, along with other female Irish poets.
- African American Arts Festival – in recognition of Black History Month, including:
 - Amiri Baraka's play, *Slave Ship*
 - Staged reading of Suzan-Lori Parks' play, *Topdog/Underdog* about two African-American brothers struggling with identity.
 - Lenneal Henderson's performance of one-man play about labor organizer and civil rights activist A. Philip Randolph.

Student Affairs Programs and Services

- **UB Friends.** The UB Friends, International Friendship Program is a program designed to ease the transition into American culture and the university setting for new international students. The program matches new international students (undergraduate, graduate, law) with a volunteer with whom he or she can visit, enjoy an occasional meal, celebrate holidays, participate in community events. The goals of the UB Friends program are to integrate international students into the UB community, assist international students in understanding American culture, stimulate discussion and exchange of ideas about culture, customs, and international matters among the UB community, and to facilitate cross-cultural friendships and communication to increase knowledge of global perspectives.
- **International Orientation.** The International Orientation program is an opportunity for international students new to the University of Baltimore to become familiar with the university, to understand the American university culture and the University of Baltimore community, develop a connection with the University community and fellow new international students, and to meet and network with faculty and staff, and to connect with important resources. The orientation programs are held prior to the beginning of the fall and spring semesters.
- **International Education Week.** International Education Week occurred in November and consisted of two major events: International Alumni Career Panel and Holidays around the World. The events were co-sponsored with the International Admission and Enrollment Office
- **African American Arts Festival.** The 6th Annual African American Arts Festival was held February 17th and 18th 2104. The events were hosted by the Diversity and Culture Center, Spotlight UB and the Yale Gordon College of Arts and Sciences. The three day festival consisted of four programs and was open to the University of Baltimore and surrounding community. Over 100 students, faculty, staff and members of the community attended this year's festival. The festival began with the Love-In 14 Variety Show which featured musical performances by a variety of Baltimore based musicians. The festival included an evening of slam poetry co-sponsored with the College of Arts and Sciences. Students enrolled in the MFA program, undergraduate students and faculty members this extraordinary performance. The festival concluded with a blues/jazz performance, which included an open mic where audience members performed original spoken word and poetry.

- **World AIDS Day.** Red ribbons were distributed to commemorate World AIDS Day.
- **Hunger Banquet.** Students were provided an opportunity to observe in a very real way how different nations tackle the challenge of hunger. This program featured a screening of the film *One in Six*, which focusses on the worldwide effort to erase hunger, followed by a discussion. This event was co-sponsored by the Diversity and Culture Center, the Center for Student Involvement, and the Honors Program.
- **Soup and Substance Series.** These lunchtime programs feature a small group dialogue on various cultural and diversity topics with campus facilitators. “Dumb Things People Say” was the first in a series of sessions held in the Diversity Lounge during the lunch hour. The small dialogue session was facilitated by Karla Shepherd, Director of the Diversity and Culture Center who led a discussion of the book, *35 Dumb Things Well-intended People Say* by Dr. Maura Cullen. The book highlights controversial sayings though well intentioned which often widen the diversity gap sometimes causing harm personally and professionally. The second topic of the fall 2014 Soup & Substance Series was Coming Out and Identity issues for the LGBTQ community. Karla Shepherd, Director of the Diversity and Culture Center, facilitated the discussion of a video clip of I have a Girlfriend But Don’t call Me ‘Gay’ or ‘African American’ which featured an interview with Raven Symone, who spoke about her views on coming out and being African American. “*Diversity Then and Now*” in the work place was the third and final Soup and Substance program for the semester and was facilitated by Carol Ann Mathison, and Kelly Harris of Morgan Stanley. The discussion began by asking participants to define diversity and how diversity is defined at large companies such as Morgan Stanley. Group discussion and sharing of personal opinions and experiences about diversity in the work place was encouraged. .
- **Holidays around the world.** The annual Holidays Around the World program was held in late November. Students were invited to host tables that provided information about religious holidays and observances in their countries. Student hosts were encouraged to dress in their native wear. The 82 program participants had the opportunity to enjoy cultural food and music while visiting each table. Attendees asked questions about cultural holidays and national observances. Countries represented included Nigeria, South Korea, Nepal, Ukraine, Jamaica, Trinidad and Tobago, Saudi Arabia, CAMPUS China, Cameroon, Central Africa Republic, and the United States. Members of the UB Muslim Student Association also hosted a table.
- **The Intersection between Law, Race, and Sexual Orientation.** This program was a collaboration between the Diversity and Culture Center and the Black Law Students Association. This program included a panel discussion which addressed how race, gender and sexual orientation affect judges, attorneys and the general public. Panelists included Earl Adams, Jr., DLA Piper, Heather R. McCabe, McCabe Russell, P.A. Jaconda Wagner, Wagner Law, LLC, Michelle Wilson, and Baltimore City State's Attorney Office. Professor Gilbert A. Holmes of the School of Law moderated the discussion.
- **Women’s Group.** The first meeting of the Women’s resource group was held during the spring semester. This group was designed specifically for women who attend UB. The primary goal of the group is to provide a safe haven for college women to discuss issues and address their unique needs through discussion and peer education. The group met several times during the semester. The group will reconvene when the fall semester begins.

- **National Coming Out Day.** In recognition of National Coming Out day on October 9, 2014 the Diversity and Culture Center provided a table in the Student Center lobby. The table included posters that provided a history of the observance and resource materials. A total number of 65 participants stopped by the table and filled out an “I’m coming out as” name tag and completed a piece of a puzzle that indicated how they added to the diversity of the UB campus.
- **Social Media.** During the spring semester the Center’s Facebook had over 131 likes, an increase of 14% from the previous semester. The Video logs (VLOG) A coming out story: Anonymous Lesbian and Holiday Dishes from Around the World, both posted on the Center’s YouTube page had a total of 1070 views, an increase of over 150% from the fall semester.
- **Women’s Power Connection Luncheon.** This initiative was a collaboration between the Diversity and Culture Center and the Career and Professional Development Center. Panelists included a consultant from T. Rowe Price, the president of Management Dynamics, Inc., the Special Assistant to the Chief Legal Counsel for Baltimore Public Schools, the Vice President for TerraLogos Energy Group, and the Youth Enrichment Programs Coordinator for the Parks and People Foundations. Panelists shared their experiences as women in the workplace, covering such topics as salary negotiation tips, work-life balance issues and strategies, discrimination issues, networking and how to present oneself as a woman in the workplace. Following the panel discussion and luncheon, participants were introduced to the Pitch Activity, which gave students the opportunity to create, develop, and practice their 30 second elevator pitch. Students received feedback from the panelists and at the conclusion of the luncheon, students were encouraged to network with the panelists, professional staff, faculty, and their fellow students.
- **The Diversity Resource Library** continues to be utilized by students, faculty and staff. Resource materials offered include movies, magazines and books which focus on various aspects of diversity.

Section IV: Additional initiatives

- In partnership with USM and the ITHAKA Foundation, UB continues to examine online learning materials to augment learning in women’s studies and African-American literature course curriculum from Coursera.
- More than one hundred courses at UB have been identified as those that address curricular needs to prepare students to work in a diverse community.
- As part of the UB Academic Plan, the University’s four deans have identified increases in global partnerships and international student recruiting as a goal for AY 2013-14 and beyond.

Section V: Comparative Tables

	Table I: Tenured/Tenured Track																							
	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	13	9.2%	8	5	12	8.3%	7	5	13	8.8%	7	6	16	9.6%	8	8	14	8.3%	6	8	15	8.8%	7	8
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	13	9.2%	9	4	9	6.2%	5	4	9	6.1%	6	3	11	6.6%	6	5	13	7.7%	7	6	15	8.8%	8	7
Hispanic/Latino	4	2.8%	1	3	4	2.8%	1	3	5	3.4%	1	4	5	3.0%	1	4	4	2.4%	0	4	4	2.4%	0	4
White	111	78.7%	69	42	114	78.6%	69	45	116	78.9%	71	45	130	77.8%	77	53	124	73.4%	72	52	130	76.5%	76	54
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Did not Self identify	0	0.0%	0	0	6	4.1%	5	1	4	2.7%	3	1	5	3.0%	3	2	14	8.3%	9	5	6	3.5%	5	1
Total	141	100.0%	87	54	145	100.0%	87	58	147	100.0%	88	59	167	100.0%	95	72	169	100.0%	94	75	170	100.0%	96	74

	Table II: Other Tenured Status																							
	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	34	14.6%	20	14	33	12.7%	19	14	33	13.1%	19	14	29	12.3%	16	13	36	13.9%	21	15	44	17.0%	26	18
American Indian or Alaskan Native	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	8	3.4%	2	6	9	3.5%	4	5	10	4.0%	3	7	13	5.5%	6	7	12	4.6%	6	6	10	3.9%	4	6
Hispanic/Latino	3	1.3%	1	2	1	0.4%	1	0	1	0.4%	1	0	3	1.3%	1	2	6	2.3%	3	3	8	3.1%	5	3
White	185	79.4%	110	75	207	79.9%	121	86	200	79.7%	119	81	189	80.1%	127	62	195	75.3%	118	77	193	74.5%	126	67
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	0	0.0%	0	0	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0	1	0.4%	0	1
Did not Self identify	2	0.9%	1	1	9	3.5%	6	3	6	2.4%	4	2	2	0.8%	2	0	10	3.9%	8	2	3	1.2%	1	2
Total	233	100.0%	134	99	259	100.0%	151	108	251	100.0%	146	105	236	100.0%	152	84	259	100.0%	156	103	259	100.0%	162	97

	Table III: Staff																			
	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	228	37.1%	59	169	220	36.3%	63	157	196	34.8%	56	140	196	34.3%	54	142	211	36.5%	61	150
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	17	2.8%	9	8	20	3.3%	12	8	18	3.2%	11	7	19	3.3%	11	8	19	3.3%	13	6
Hispanic/Latino	9	1.5%	4	5	9	1.5%	4	5	12	2.1%	5	7	12	2.1%	4	8	17	2.9%	8	9
White	340	55.3%	150	190	338	55.8%	147	191	322	57.1%	138	184	321	56.1%	133	188	315	54.5%	129	186
Native Hawaiian or Pacific Islander	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	0	0.0%	0	0
Two or More races	2	0.3%	1	1	4	0.7%	2	2	3	0.5%	1	2	2	0.3%	1	1	6	1.0%	3	3
Did not Self identify	18	2.9%	9	9	14	2.3%	7	7	12	2.1%	3	9	21	3.7%	9	12	10	1.7%	2	8
Total	615	100.0%	232	383	606	100.0%	235	371	564	100.0%	214	350	572	100.0%	212	360	578	100.0%	216	362

	Table IV: Undergraduate Students																							
	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	1,143	38.5%	360	783	1,350	42.3%	449	901	1,450	45.2%	490	960	1,559	46.3%	522	1,037	1,625	47.1%	539	1,086	1,642	48.0%	549	1,093
American Indian or Alaskan Native	19	0.6%	11	8	19	0.6%	11	8	18	0.6%	10	8	14	0.4%	8	6	16	0.5%	9	7	17	0.5%	7	10
Asian	131	4.4%	67	64	145	4.5%	86	59	136	4.2%	73	63	144	4.3%	83	61	155	4.5%	81	74	153	4.5%	80	73
Hispanic/Latino	72	2.4%	28	44	95	3.0%	40	55	72	2.2%	34	38	152	4.5%	79	73	164	4.8%	77	87	183	5.4%	87	96
White	1,026	34.6%	539	487	1,154	36.2%	628	526	1,213	37.8%	640	573	1,256	37.3%	670	586	1,240	35.9%	674	566	1,179	34.5%	638	541
Native Hawaiian or Pacific Islander			-	-	4	0.1%	4	-	9	0.3%	6	3	8	0.2%	5	3	7	0.2%	5	2	10	0.3%	5	5
Two or More races			-	-	38	1.2%	11	27	72	2.2%	25	47	82	2.4%	28	54	109	3.2%	40	69	134	3.9%	50	84
Did not Self identify	578	19.5%	240	338	384	12.0%	161	223	238	7.4%	81	157	150	4.5%	62	88	134	3.9%	52	82	102	3.0%	43	59
Total	2,969	100.0%	1,245	1,724	3,189	100.0%	1,390	1,799	3,208	100.0%	1,359	1,849	3,365	100.0%	1,457	1,908	3,450	100.0%	1,477	1,973	3,420	100.0%	1,459	1,961
International Students	35		18	17	37		19	18	49		25	24	61		24	37	76		28	48	65		30	35
Grand Total	3,004		1,263	1,741	3,226		1,409	1,817	3,257		1,384	1,873	3,426		1,481	1,945	3,526		1,505	2,021	3,485		1,489	1,996

	Table V: Graduate Students																							
	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	645	21.0%	171	474	744	23.7%	223	521	795	25.9%	231	564	853	28.2%	242	611	879	30.3%	269	610	908	32.3%	240	668
American Indian or Alaskan Native	10	0.3%	4	6	7	0.2%	4	3	5	0.2%	3	2	8	0.3%	5	3	3	0.1%	1	2	1	0.0%	1	
Asian	156	5.1%	61	95	149	4.7%	63	86	125	4.1%	53	72	130	4.3%	54	76	134	4.6%	54	80	136	4.8%	65	71
Hispanic/Latino	61	2.0%	24	37	85	2.7%	37	48	63	2.1%	28	35	135	4.5%	58	77	124	4.3%	52	72	122	4.3%	50	72
White	1,523	49.6%	723	800	1,654	52.7%	794	860	1,757	57.2%	853	904	1,632	53.9%	789	843	1,519	52.4%	726	793	1,427	50.7%	687	740
Native Hawaiian or Pacific Islander			-	-	4	0.1%	1	3	4	0.1%	1	3	6	0.2%	3	3	2	0.1%	2		2	0.1%	1	1
Two or More races			-	-	33	1.1%	9	24	52	1.7%	14	38	62	2.0%	24	38	74	2.6%	27	47	68	2.4%	24	44
Did not Self identify	674	22.0%	290	384	462	14.7%	215	247	270	8.8%	112	158	203	6.7%	85	118	166	5.7%	70	96	149	5.3%	62	87
Total	3,069	100.0%	1,273	1,796	3,138	100.0%	1,346	1,792	3,071	100.0%	1,295	1,776	3,029	100.0%	1,260	1,769	2,901	100.0%	1,201	1,700	2,813	100.0%	1,130	1,683
International Students	192		85	107	137		62	75	114		48	66	103		46	57	91		38	53	124		55	69
Grand Total	3,261		1,358	1,903	3,275		1,408	1,867	3,185		1,343	1,842	3,132		1,306	1,826	2,992		1,239	1,753	2,937		1,185	1,752