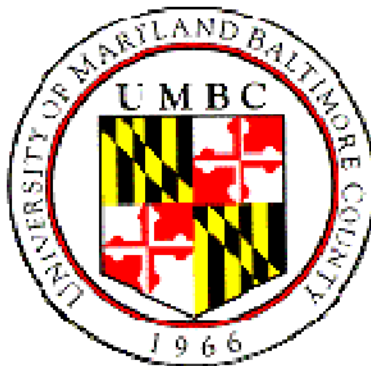


**UMBC  
PROGRESS REPORT  
ON  
INSTITUTIONAL PROGRAMS OF CULTURAL  
DIVERSITY**



**FEBRUARY 25, 2011**

This report has been prepared to represent UMBC's annual update on its institutional programs of cultural diversity as required by Senate Bill 438 and House Bill 905 placed into law by the Maryland General Assembly effective July 1, 2008. Given the page number limitation for the report, only a summary of the many activities in place can be included in this progress report for 2010.

## I. Introduction

Throughout 2010, UMBC has taken steps to deepen and strengthen its commitment to diversity as one of its core principles for 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 inclusion and respect**
- D. To encourage and support development and advancement**

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

- Design and conduct a campus-wide climate survey. Analyze the data and identify trends that could be utilized to monitor progress on diversity initiatives
- 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

The August 2010 annual University Retreat for 200 campus leaders featured a plenary session on diversity, *Strengthening a Climate of Support in Our Diverse Community*, that included two roundtable discussions introduced by the UMBC President and facilitated by the UMBC Provost. These discussions generated a rich array of ideas about how the UMBC community nurtures and supports diversity, as well as areas for enhancement. The roundtable topics were:

*Roundtable 1: Attracting and Retaining a Diverse Student Body*

*Roundtable 2: Attracting and Retaining a Diverse Faculty and Staff*

Following the plenary session, the President and the Provost facilitated discussions among retreat participants over lunch during which they were encouraged to reflect on the plenary discussions to address these questions:

*What role do you or your department play in advancing campus diversity and priorities?*

*How can senior campus leaders support your efforts?*

Ideas from these retreat sessions have continued during the 2010-11 year to stimulate an increased focus at UMBC on enhancing diversity. Examples of specific initiatives resulting include the submission to USM and MHEC of a proposal

for a new major in Asian Studies and increased emphasis on recruitment and retention of faculty from underrepresented minorities (as described in section IV. of this report).

## II. Work of the Diversity Council

UMBC's Diversity Council was established during the academic year 2009-2010. The Council's membership was expanded from its original 15 member to a new total of 18 members in order to further broaden its representation. The Council met twice during 2010 (February 19 and December 10) and focused its discussions on recruitment and retention of a diverse faculty body and on the on-going initiatives to close the achievement gap at UMBC. The Diversity Council reports its recommendations to the President's Council at a subsequently scheduled meeting.

## III. Recruitment and Support of a Diverse Undergraduate Student Body

### A. Programs that support student diversity and success

1. The National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS) funded 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 underrepresented minorities (URM) juniors and seniors 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. Over 60% of program trainees enroll in a Ph.D. program upon graduation with a B.S. in a biomedical discipline. To date 38 program alumni have earned a Ph.D. in a biomedical science. This includes 11 who have earned a M.D./Ph.D.
2. The Center for Women in Information Technology (CWIT) in the College of Engineering and Information Technology (COEIT) supports UMBC's commitment to diversity by identifying those areas in science, technology, and engineering where women are significantly underrepresented and offering support. CWIT supports the University in its efforts to attract private and public funding. In the Fall 2010, CWIT served 49 current Scholars and the total number of CWIT Scholars since 2002 reached 100. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2009 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 2010 semester was 3.5. In addition, CWIT currently provides academic, personal, and professional development support to 20 SITE Scholars (NSF funded; ending in October 2011) and is piloting and assessing the inclusion of 33 CWIT Affiliates.
3. A total of 7 staff and 230 students from the Meyerhoff Program (with more than 55% being underrepresented minorities, URM) participated in a variety of academic and social events of the Meyerhoff undergraduate program. Program staff acts as mentors, resources, and advocates who work with their own diverse student populations on cultural issues and awareness and collaborate with a variety of departments on these same issues.
4. In 2010, the Mosaic Culture and Diversity Center reached 1,405 undergraduate/graduate students, staff, and faculty through 56 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 and transfer students, and co-sponsored events with on and off-campus partners.
5. University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (50 attendees), sexual assault awareness (190 attendees), domestic violence awareness (150 attendees), and women's seminars in health education (5 attendees) were programs targeted to women. Sex in the dark (140 attendees) and World AIDS Day (150 attendees) included specific information for targeted populations including LGBTQ and international students.
6. In Fall 2010 the Career Services Center (CSC) and the National Society of Black Engineers (NSBE) hosted the annual Diversity Recruitment Event in October. At the event, 130 undergraduate and graduate students networked with 15 companies. The CSC website (<http://www.careers.umbc.edu/students>) includes a diverse populations section that provides targeted career related resources for women, minority, international, LGBT students and students with disabilities.

7. During Fall 2010, Residential Life offered 78 programs related to multicultural exploration, a 34% increase over Fall 2009. Paraprofessional student training included multicultural competence as does the 3 credit required course for all paraprofessionals.
8. University Counseling Services (UCS) offered a support group for LGBT students in Fall 2010, and will offer it again in Spring 2011. UCS designated a Multicultural Services Coordinator to provide specific attention to multicultural issues across UCS areas of practice and is developing a multicultural training specialty for pre-doctoral interns.

B. Closing the achievement gap

Table 1 includes the six-year graduation rate of UMBC freshmen by race by entry year between 1997 and 2004. This rate varied between 57.9% 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 in 2003 and 2004, merits concern. We will be analyzing the graduation rate data for this student population in more detail during this year to better understand the potential factors impacting these graduation rates and devise possible 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 1997 and 2004. African American transfer students at UMBC have a six-year graduation rate that is in general 10 percentage points lower than White transfer students with particular concern for African American male transfer students. We have implemented a number of actions to close this achievement gap as detailed in Section III. C. of this report.

**TABLE 1. Six-Year Graduation Rate of UMBC First-Time Full-Time Freshmen by Race by Entry Year**

	1997		1998		1999		2000		2001		2002		2003		2004	
	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	59.1%	225	54.7%	263	56.7%	242	53.7%	266	53.0%	297	47.8%	336	51.8%	301	47.5%
African American	183	57.9%	179	59.8%	185	60.0%	166	58.4%	149	62.4%	119	58.0%	156	66.0%	131	59.5%
International	29	44.8%	43	48.8%	38	60.5%	45	46.7%	36	63.9%	36	63.9%	35	71.4%	42	52.4%
White	656	53.2%	744	54.0%	851	56.1%	793	56.1%	826	59.6%	856	62.4%	881	61.1%	863	59.7%
Hispanic American	20	50.0%	31	41.9%	29	51.7%	31	54.8%	27	63.0%	27	74.1%	47	57.4%	38	60.5%
Indian	4	100.0%	8	37.5%	5	60.0%	4	100.0%	4	75.0%	7	42.9%	5	60.0%	5	100.0%
Unknown	16	43.8%	14	50.0%	21	57.1%	23	47.8%	21	61.9%	14	28.6%	27	59.3%	22	54.5%

**TABLE 2. Six-Year Graduation Rate of UMBC Full-Time Transfer Students by Race by Entry Year**

	1997		1998		1999		2000		2001		2002		2003		2004	
	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	103	69.9%	123	63.4%	126	70.6%	144	68.8%	158	63.9%	117	59.0%	125	70.4%	119	63.9%
African American	127	54.3%	144	43.1%	152	44.1%	163	50.9%	168	54.2%	176	48.3%	157	47.8%	167	55.1%
International	37	73.0%	56	71.4%	52	63.5%	65	75.4%	66	62.1%	73	64.4%	57	64.9%	56	67.9%
White	464	58.2%	455	60.2%	422	60.0%	452	56.9%	419	63.2%	429	60.6%	423	63.4%	490	61.8%
Hispanic American	29	65.5%	15	33.3%	27	55.6%	26	42.3%	24	41.7%	37	54.1%	31	74.2%	35	71.4%
Indian	6	66.7%	7	57.1%	5	80.0%	5	80.0%	4	75.0%	3	33.3%	3	33.3%	4	75.0%
Unknown	11	54.5%	21	38.1%	17	70.6%	16	75.0%	16	37.5%	13	61.5%	16	31.3%	16	62.5%

C. *Actions taken in the last year to support transfer students*

1. Modified Introduction to an Honors University (IHU) seminar for transfer students
  - IHU seminars for transfer students are one-credit courses linked to a major requirement typically taken by new transfer students. The IHU reinforces the lecture content while teaching study skills, exam preparation, time management, and other key skills through the lens of the needs of transfer students
  - Modified IHU seminar to address issues related to transfer student success, including connections to faculty in the discipline, academic advising, and career counseling, and added academic modules with a developmental focus
  - Developed implementation plans for ongoing department-specific transfer IHUs, including content addressing typical deficits identified by the department in Computer Science, Information Systems, and Psychology, with a target for first implementation in Fall 2011
  - Began process to hire a program coordinator to focus on this work
2. Added 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.

  - Expanded to two sections of MATH 150 for Spring and Fall 2010
  - Committed going forward to offer SI with all sections of MATH 150 in all semesters
  - Planned expansion to an additional department in Spring 2011
3. Extended First-Year Intervention (FYI) to include transfer students

FYI sends course rosters to faculty members teaching more than 800 students. Faculty members may report on any students on these rosters who at mid-semester are in danger of earning less than an A, B, or C in the course. The FYI program notifies these students of their situation via a *myUMBC* alert linked to the campus support available to the students. Transfer students were added to the long-standing FYI program in Fall 2010.
4. Strengthened Transfer Student Alliance (TSA)

The Transfer Student Alliance (TSA) enrolls students at Montgomery College (MC) and Community College of Baltimore County (CCBC) 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.

  - Maintained ongoing communications from the UMBC Coordinator for Transfer Admissions and Partnerships to TSA students enrolled at MC and CCBC to encourage their participation in campus events
  - Planned an on-campus reception for Spring 2011 to welcome TSA participants and to connect them with the UMBC community and TSA alumni
  - Finalized a TSA with Prince George's Community College (PGCC).
5. Improved orientation and advising

High quality orientation and advising are considered key supports to student success and retention.

  - Implemented fully automated degree audit system in the Student Administration system during 2010
  - Added a "what if" feature which allows students to see where they would stand if they changed their major or added a minor and supports advising appointments focused on student needs
  - Added a new element to summer orientation in which each new student is asked to verify his or her intended major, if any, to assure that students are moved as quickly as appropriate to focusing on and receiving advising in their major
  - Implemented a robust advising-notes section in the student record in the Student Administration system
  - Initiated a study of 140 degree-seeking seniors who: a) are in good academic standing; b) earned at least 100 credits; c) registered for Spring 2010 but not for Fall 2010; and d) did not yet graduate.

6. CWIT initiative for transfer students  
 CWIT served 16 new transfer students as part of its Affiliates Program in the Fall 2010. Under a revised program structure being piloted, 33 new students (75% women; 88% women or URM; 48% transfer students) to the COEIT were accepted as CWIT Affiliates. They were paired with peer mentors and included in CWIT Scholar community-building events, academic and career programming, and service learning activities. Assessment is underway to inform future directions for the Affiliates Program.
  
7. Expanded services specifically for commuting transfer students  
 In Fall 2010, 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 sponsors a student outreach program known as the Transfer Students Network (TSN) that hosted African American male transfer student focus groups. Co-sponsored by Men Achieving Leadership, Excellence & Success (M.A.L.E.S.), a student organization which emerged from the previous year's OCSS focus group to provide transitional and ongoing peer support, the focus group findings suggested that these men would not seek help or ask for academic support, but would attend social events. Following the focus group, M.A.L.E.S. hosted a social reception for black men with over one hundred participants. The men participated in informal and formal acquaintanceship activities, but were also introduced to faculty, staff and students in critical campus support services.
  - TSN increased interactions with transfer students through the creation of a new workshop series. Forty-six transfer students participated in acquaintanceship, communication and style assessment workshops to assist transfer students with transition.
  
8. Increased access to on campus housing and programs for transfer students
  - Residential Life (RL) expanded residence hall availability for transfer students. Scarce campus housing resources have previously been allocated to first-year, first-time students. RL placed limits on upper-class housing to preserve spaces for new transfer students, almost doubling the number of transfer students housed from 124 to 232.
  - Living-Learning Community (LLC) placements in Fall 2010 included 20 transfers. 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 2010-11*

UMBC hired 22 new full-time faculty for appointments in AY 2010-11. Overall, 27% (N=6 of 22) of all new instructional faculty and 30% (N=3 of 10) of the new TT/T faculty were members of underrepresented minority groups. In addition, building on the success of the UMBC ADVANCE Program, women comprised 75% (N=3 of 4) of the T/TT hires in STEM. However, during this same time period, 3 African American faculty left UMBC (1 due to unsuccessful promotion review and 2 for competing offers at other institutions). In order to develop effective institutional practices for the recruitment, retention and advancement of a diverse faculty at UMBC, the President and Provost have worked closely with various constituent groups to develop and implement the following interventions and initiatives.

##### *B. Recruitment*

Based on a variety of measures, including the small percentage of underrepresented minority faculty in relation to the diversity of our student population:

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 AY2009-10, with an additional three authorized for AY2010-11.
2. *Outreach Activities* have been intensified as a means of building the pool of candidates to enhance diversity. Teams of UMBC faculty and staff attended targeted recruitment events including the Ford Foundation Fellows Conference and the Southern Regional Education Board (SREB) Compact for Faculty Diversity's Institute on

Teaching and Mentoring. The Office of the Provost has allocated funds for targeted advertising, recruitment at targeted venues and conferences, and related activities.

3. *UMBC Postdoctoral Fellows Program for Faculty Diversity* is 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. UMBC will appoint recent recipients of the Ph.D. as Postdoctoral Fellows for a two-year term beginning July 1, 2011. Each fellow will be provided teaching and research mentors and specialized professional development opportunities across the campus. The fellow will receive a starting stipend of \$38,000, health benefits, \$3,000 for conference travel and preparation of scholarly work, office space with computer, library and other privileges at the university. During the two-year term of appointment, the fellow will teach one course a year in the host department.

### C. *Retention*

1. *Executive Committee on Recruitment and Retention of Underrepresented Minority Faculty* – The Executive Committee will provide 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 will guide the development and implementation of initiatives to enhance faculty diversity at UMBC. The work of the Committee will be supported by the Program Coordinator for Faculty Diversity Initiatives.
2. *ADVANCE Executive Committee* – The ADVANCE Committee will provide advice and counsel to the Provost on programmatic initiatives designed to advance the success of women faculty in STEM at UMBC. The work of the Committee will be supported by the Program Coordinator for Faculty Diversity Initiatives.
3. *Program Coordinator for Faculty Diversity Initiatives* – The Office of the Provost has established a new state-funded Program Coordinator position to support campus-wide initiatives designed to enhance and support faculty diversity at UMBC. Under the direction of the Vice Provost for Faculty Affairs, the incumbent will develop educational-awareness programming, create a clearing house of resources on faculty diversity equity issues, collect and report data, coordinate program evaluation efforts, and provide support for the Executive Committee on Recruitment and Retention of URM Faculty, the ADVANCE Executive Committee, and the UMBC Postdoctoral Fellows Program for Faculty Diversity.

## 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 Science. 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 5 students in 1996 to 57 students at present. An additional 38 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only 7 URM students earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 17 years preceding the Meyerhoff Graduate Program.
- B. 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 science, technology, engineering, and mathematics (STEM). Formed in 2002 and led by the University of Maryland, Baltimore County (UMBC), PROMISE is a multi-institution consortium that includes UMBC, 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 and social media venues including Facebook (<http://www.facebook.com/PROMISEagep>) and Twitter ([http://www.twitter.com/PROMISE\\_AGEP](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:

- Dissertation House: The Dissertation House project consists of a series of residential and non-residential workshops and seminars for Ph.D. candidates who are working toward finishing their dissertations. (<http://www.thedissertationhouse.com>)
- PROF-it: PROFessors-in-training: The PROF-it program provides training seminars that are designed to prepare students for teaching opportunities and faculty positions. Students who participate in PROF-it training have the opportunity to be nominated for the UMBC-CCBC Teaching Fellows program. The PROF-it program also includes the campus-wide Teaching Assistant training. (<http://promisesuccessseminars.wordpress.com/professors-in-training-prof-it/>)
- Success Seminars: Success Seminars, sponsored by UMBC, are designed to serve students by providing information on funding, Institutional Review Board (IRB) preparation, writing, career choices, and leadership. Example of a seminar is “When Faculty Say ‘x’, They Really Mean ‘y’- Understanding Your Professors and Their Requirements” (in which 100 graduate students and 10 faculty & staff participated in October 2010). (<http://promisesuccessseminars.wordpress.com/>)
- Additional initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Recognition of Graduates* (150 participants, including five faculty & staff in May 2010); *Community Building Retreat* (100 participants total, 40 from UMBC, five faculty & staff in March 2010); and *Faculty/Staff/Student Connections Opening Meetings*. (<http://promisecommunitybuilding.blogspot.com/>). 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. (<http://promisesuccessseminars.wordpress.com/promise-summer-success-institute-ssi/>)

Figure 1 below shows the increase in URM graduate student enrollment in STEM (natural sciences and engineering only) Master’s and Ph.D. programs at UMBC since the introduction of our NSF-funded programs to broaden participation. The impact on enrollment is clear and dramatic, with enrollment nearly tripling over the decade. The production of URM STEM Ph.D. students is even more impressive, as shown in Figure 2 that compares the decade before and the seven years following introduction of our broadening participation programs.

Figure 1

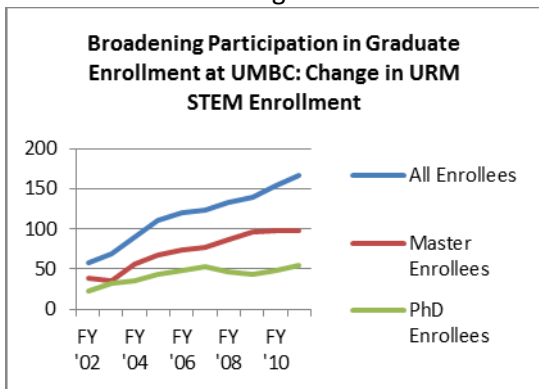
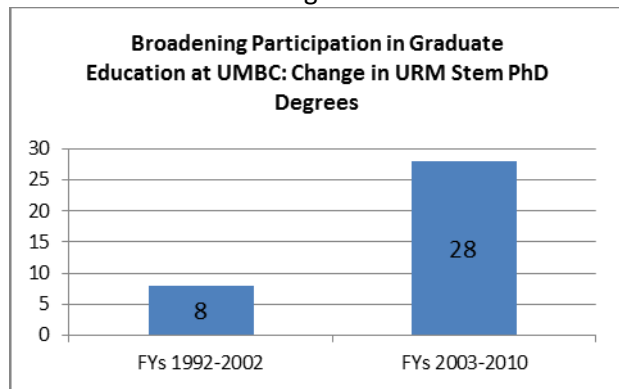


Figure 2





- C. The Office of Graduate Student Life (OGSL) in conjunction with the Graduate Student Association (GSA) support several student-led diversity initiatives in the UMBC community. During Fall 2010, culturally-orientated Graduate Student Organizations (GSOs) increased from 17% to 29%. Each year the GSA celebrates its international student population during Graduate Student Week by hosting Culture Night. The GSA encourages research and academic progress by funding graduate students to attend national and international conferences. By providing a writing advisor, many international students take advantage of the academic support GSA can offer.

## VI. Campus Climate Survey

The Office of the Vice President for Student Affairs conducted a pilot study in 2008-2009 using the Educational Benchmarking Inc. (EBI) Campus Climate Assessment Instrument. The survey assessed students' perceptions of and experience in UMBC's diverse learning environment. The response rate was 23.4%, with 622 graduate and undergraduate students completing the online survey. Broad analysis suggests that the overall campus climate for diversity is positive. The assessment position was eliminated in response to budget reductions. Therefore, qualitative follow up has been postponed.

## VII. Campus-Based Hate Crimes and Bias-Motivated Incidents

Listed below are the hate crimes and bias-motivated incidents for 2009:

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

## VIII. Resources Used and Needed

- A. In the past year, CWIT staff served the small pilot group of 33 affiliates by incorporating them into already planned Scholar activities. This approach limits the number of transfer and underrepresented students that can be served, prohibits more targeted program design for transfer students, and taxes already limited resources. CWIT's ongoing and future ability to serve transfer students and other underrepresented populations in the COEIT is dependent on the allocation of additional internal resources and/or external grant funding. The Associate Director continues to actively identify and prepare grant proposals to secure additional funding.
- B. UMBC's Division of Student Affairs has allocated resources to providing financial support to various diversity programs across the department. These include the support for diversity and multicultural education based student programs housed within the Office of Student Life's (OSL) Mosaic Center such as the UMBC Talks Diversity Dialogue Series, the UMBC Safe Zone Program, and cultural competence presentations and trainings for undergraduate/graduate classes, student organizations, and student paraprofessional staff. The funds in this program were used to develop and maintain these programs as well as hire and support a graduate assistant and undergraduate student staff for the Mosaic Center.  
Budget constraints have prevented the OSL Mosaic Center from developing and implementing major, campus-wide cultural programming targeted to historically under-represented groups. Collaboration and partnership with cultural and diversity-focused student organizations and select departments and offices such as the Women's Center, American Studies, International Student Services, Gender and Women's Studies, and The Shriver Center have helped broaden our reach across campus. The lack of new resources in the face of budget cuts has impacted the ability to provide targeted programming to specific student populations, particularly transfer, commuter and first generation students, within UMBC this past year.
- C. The NIH/NIGMS funded Initiative for Maximizing Student Diversity – Meyerhoff Graduate Fellows Program was renewed in 2009 through January 2013. This grant will continue to provide financial support, advising and professional development to the students participating in program. A few of the programs/activities that the program sponsored in 2010 and will continue to support in 2011 are:
  - Summer Bridge: an eight-week pre-matriculation *Bridge program* to enhance incoming graduate student academic performance and retention in graduate school.

- Minority Speaker Series: a seminar series that provides a venue for educating the non-minority faculty and students about the substantial accomplishments of minority scientists across the U.S. (*Funding for this component is not provided by grant.*)
- The Annual Research Symposium (Retreat): brings together first year Meyerhoff graduate fellows with current Meyerhoff graduate fellows. The objective of the Annual Research Symposium is to build and strengthen peer support mechanisms, a sense of community and self-confidence. (*Only partial funding for this retreat is now provided by grant.*)

## **IX. Demographic Data**

Table 3 shows the demographic data for faculty, staff and students (undergraduate and graduate combined) for Fall 2008 and Fall 2010. No significant changes in pattern have occurred between the two time points with most fluctuations falling within two percentage points. The largest change is a four percentage point decrease for international tenured/tenure track faculty. The addition of a 2 or more races category might account for the minor percentage decreases observed in African American, American Indian and Asian student populations.

**TABLE 3.**

UMBC DATA FOR CULTURAL DIVERSITY REPORT - FALL 2010

STAFF (EXCLUDING GRADUATE ASSISTANTS)	Fall 2008					Fall 2010				
	Number	Percent	Male	Female	Unknown	Number	Percent	Male	Female	Unknown
African American/Black	276	22.6%	78	198	-	279	23.2%	88	191	-
American Indian or Alaska Native	5	0.4%	2	3	-	4	0.3%	1	3	-
Asian	40	3.3%	15	25	-	45	3.7%	16	29	-
Hispanic/Latino	19	1.6%	9	10	-	22	1.8%	11	11	-
White	877	71.9%	358	519	-	846	70.3%	358	488	-
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	-	0.0%	-	-	-
Two or more races	-	0.0%	-	-	-	4	0.3%	1	3	-
Did Not Self Identify	-	0.0%	-	-	-	1	0.1%	-	1	-
International	3	0.2%	1	2	-	3	0.2%	1	2	-
<b>TOTAL</b>	<b>1,220</b>	<b>100.0%</b>	<b>463</b>	<b>757</b>	<b>-</b>	<b>1,204</b>	<b>100.0%</b>	<b>476</b>	<b>728</b>	<b>-</b>
<b>ALL FACULTY</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>
African American/Black	60	5.9%	24	36	-	53	5.1%	25	28	-
American Indian or Alaska Native	2	0.2%	-	2	-	2	0.2%	1	1	-
Asian	107	10.5%	72	35	-	130	12.6%	83	47	-
Hispanic/Latino	11	1.1%	6	5	-	18	1.7%	7	11	-
White	714	70.1%	429	284	1	712	69.0%	433	278	1
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	-	0.0%	-	-	-
Two or more races	-	0.0%	-	-	-	2	0.2%	1	1	-
Did Not Self Identify	1	0.1%	-	1	-	-	0.0%	-	-	-
International	123	12.1%	83	40	-	115	11.1%	69	46	-
<b>TOTAL</b>	<b>1,018</b>	<b>100.0%</b>	<b>614</b>	<b>403</b>	<b>1</b>	<b>1,032</b>	<b>100.0%</b>	<b>619</b>	<b>412</b>	<b>1</b>
<b>TENURED/TENURE TRACK FACULTY</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>
African American/Black	21	5.6%	11	10	-	20	5.3%	12	8	-
American Indian or Alaska Native	-	0.0%	-	-	-	-	0.0%	-	-	-
Asian	41	10.8%	26	15	-	51	13.4%	32	19	-
Hispanic/Latino	6	1.6%	3	3	-	8	2.1%	3	5	-
White	277	73.3%	174	102	1	282	74.2%	177	105	-
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	-	0.0%	-	-	-
Two or more races	-	0.0%	-	-	-	1	0.3%	-	1	-
Did Not Self Identify	-	0.0%	-	-	-	-	0.0%	-	-	-
International	33	8.7%	18	15	-	18	4.7%	10	8	-
<b>TOTAL</b>	<b>378</b>	<b>100.0%</b>	<b>232</b>	<b>145</b>	<b>1</b>	<b>380</b>	<b>100.0%</b>	<b>234</b>	<b>146</b>	<b>-</b>
<b>NON-TENURE TRACK FACULTY</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>
African American/Black	39	6.1%	13	26	-	33	5.1%	13	20	-
American Indian or Alaska Native	2	0.3%	-	2	-	2	0.3%	1	1	-
Asian	66	10.3%	46	20	-	79	12.1%	51	28	-
Hispanic/Latino	5	0.8%	3	2	-	10	1.5%	4	6	-
White	437	68.3%	255	182	-	430	66.0%	256	173	1
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	-	0.0%	-	-	-
Two or more races	-	0.0%	-	-	-	1	0.2%	1	-	-
Did Not Self Identify	1	0.2%	-	1	-	-	0.0%	-	-	-
International	90	14.1%	65	25	-	97	14.9%	59	38	-
<b>TOTAL</b>	<b>640</b>	<b>100.0%</b>	<b>382</b>	<b>258</b>	<b>-</b>	<b>652</b>	<b>100.0%</b>	<b>385</b>	<b>266</b>	<b>1</b>
<b>INSTRUCTIONAL FACULTY</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>
African American/Black	55	7.3%	24	31	-	47	6.5%	25	22	-
American Indian or Alaska Native	2	0.3%	-	2	-	1	0.1%	-	1	-
Asian	64	8.4%	41	23	-	71	9.8%	45	26	-
Hispanic/Latino	10	1.3%	5	5	-	16	2.2%	5	11	-
White	584	77.0%	334	249	1	562	77.6%	330	231	1
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	-	0.0%	-	-	-
Two or more races	-	0.0%	-	-	-	2	0.3%	1	1	-
Did Not Self Identify	1	0.1%	-	1	-	-	0.0%	-	-	-
International	42	5.5%	22	20	-	25	3.5%	11	14	-
<b>TOTAL</b>	<b>758</b>	<b>100.0%</b>	<b>426</b>	<b>331</b>	<b>1</b>	<b>724</b>	<b>100.0%</b>	<b>417</b>	<b>306</b>	<b>1</b>
<b>ALL STUDENTS</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Unknown</b>
African American/Black	1,909	15.6%	836	1,073	-	1,946	15.1%	862	1,084	-
American Indian or Alaska Native	53	0.4%	30	23	-	43	0.3%	22	21	-
Asian	2,255	18.4%	1,182	1,073	-	2,282	17.7%	1,246	1,036	-
Hispanic/Latino	452	3.7%	228	224	-	540	4.2%	267	273	-
White	6,385	52.0%	3,528	2,857	-	6,405	49.7%	3,590	2,815	-
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	55	0.4%	14	41	-
Two or more races	-	0.0%	-	-	-	182	1.4%	86	96	-
Did Not Self Identify	435	3.5%	209	226	-	565	4.4%	300	265	-
International	779	6.3%	423	356	-	870	6.8%	471	399	-
<b>TOTAL</b>	<b>12,268</b>	<b>100.0%</b>	<b>6,436</b>	<b>5,832</b>	<b>-</b>	<b>12,888</b>	<b>100.0%</b>	<b>6,858</b>	<b>6,030</b>	<b>-</b>