



**Programs of Cultural Diversity
University of Maryland, College Park**

February 24, 2011

**Prepared by:
The Office of Institutional Research, Planning and Assessment**

**Programs of Cultural Diversity
University of Maryland, College Park
Narrative (See Appendix for Tables)**

I. Introduction

As stated in the University of Maryland's Strategic Plan, *Transforming Maryland: Higher Expectations*, endorsed by the University Senate on May 6, 2008, and adopted by President Mote on May 21, 2008 (http://www.umd.edu/strat_plan/stratplan.cfm), "the University of Maryland has embraced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs." The Strategic Plan further states, "Our diversity is fundamental to our excellence and has enriched our intellectual community. The University's capacity to educate students for work and life in the 21st Century and to be a leader in research and scholarship is greatly enhanced by a community that reflects the nation and world."

The University's formal policy on diversity in education programs can be found at http://www.president.umd.edu/policies/docs/iii_900a.pdf. This policy specifically refers to the importance of thoughtfully structured programs designed to support and facilitate interaction among students as part of the academic experience.

After more than a year of work and deliberations, a 30-member campus-wide steering committee comprised of faculty, staff and students completed **Transforming Maryland: Expectations for Excellence in Diversity and Inclusiveness, the Strategic Plan for Diversity at the University of Maryland** (http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf). The committee's plan of work included campus town meetings and protracted periods (three-week windows) for all members of the University community to provide feedback on draft reports. This is the first diversity strategic plan in the history of the University of Maryland and it encompasses both a vision and a roadmap for campus efforts in diversity for the next ten years. The report was overwhelmingly approved by more than 80 percent of the University Senate. In so doing, the University Senate formally embraced the concept that Maryland supports diversity programs not just because of a belief that it is the right thing to do, but also because having a diverse student body, faculty and staff, curriculum, and interactions leads to benefits for all.

The plan recognizes Maryland's significant achievements in diversity and sets forth many new goals and strategies for diversity: Leadership; Climate; Recruitment and Retention (of outstanding faculty, staff and students); Education; Research and Scholarship; and Community Engagement. The plan called for the hiring of a Chief Diversity Officer, creation of an Office of University Diversity, and establishment of a representative Diversity Advisory Council to give a central voice to the needs and visions of diverse groups at all levels of the campus community. The University is moving to hire a Chief Diversity Officer and achieve specific first-year goals in FY 2011.

The University is continuing its movement towards Fall 2012 implementation of a new general education curriculum. A key component of this new curriculum is an emphasis on diversity as

measured in the concepts of (1) understanding plural societies and (2) cultural competence. Three workshops were held to assist faculty in designing courses that address these issues.

The University is proud to be one of the nation's most diverse campuses. See Tables 1 and 2. More than 33% of our undergraduates are persons of color, and some 3000 international students are currently pursuing undergraduate and graduate degrees. Maryland's rise in academic stature has gone hand-in-hand with, and has been accelerated by, its increasingly diverse community of students, faculty, and staff. The University of Maryland is committed to fostering an inclusive community and will aggressively recruit diverse individuals to our executive, faculty, staff, and student populations. The campus hired its first Asian American president of the university. In Fall 2010, the University welcomed its most diverse group of new tenured/tenure track faculty: Five individuals identified themselves as African American, two identified as Hispanic, and seven were Asian American. We are resolutely committed to fostering dialogue and collaboration among peoples of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all.

The University of Maryland is recognized as a leader in degree production for minority students. The most recent sets of rankings in Diverse Issues in Higher Education (summer 2010) show improved campus ranking positions for Bachelor's and Master's degree production among minority students. In addition, the campus ranks 17th in doctorate degree production for African Americans.

The University has assigned the responsibility for developing and implementing a process for reporting hate-based crimes to its Department of Public Safety (DPS). In response, DPS has developed a formal set of hate-crime reporting rules and procedures which comply with applicable Maryland criminal law and with the federal law requirements commonly referred to as the Clery Act; the most recent year of data available is 2009. Four vandalism incidents reported that year in the residence halls were labeled hate crimes due to the nature of their content (one with reference to race, one to sexual orientation, and two to religion). One verbal assault incident, involving intoxication, resulted in the termination of housing of the perpetrator, and he subsequently left the university.

Our University addresses cultural diversity among its students, faculty, and staff populations through a web of programs, thoughtfully intertwined, to provide the intellectual climate and support structure necessary to advance its cultural diversity goals. These programs can be broadly categorized into three groups, which will be explored in this report:

- A broad array of strong and growing formal academic programs specifically designed around the study and scholarship of cultural diversity issues and covering a broad spectrum of topics, including race, ethnicity, gender issues, disability issues, LGBT issues, languages, religions, and cultures (Section II);
- A number of special programs, initiatives, experiences, and opportunities that either support the University's diversity efforts or help to enhance our community's exposure to cultural diversity issues (Section III); and,
- Offices, programs, and support activities aimed at enhancing the University's diversity and inclusiveness efforts (Section IV).

Finally, Section V provides a summary of the resources needed for initiatives that support these goals

II. Cultural Diversity through Formal Academic Programs

The University has a multitude of formal academic programs that address aspects of cultural diversity. A number of these programs address populations – such as African Americans, women, Asian Americans, Latinas/Latinos, and the Jewish and LGBT communities – that have been excluded from full participation in American society. These programs provide learning experiences for individuals who are not part of these identified populations and others who are interested in gaining greater knowledge of their own culture and history. Participation tables in the Appendix include majors, minors, and certificates where available.

The Department of African American Studies in the College of Behavioral and Social Sciences was established in the 1960s. Currently, the department offers both a bachelor's degree, with specializations in cultural social studies or in public policy, and an undergraduate certificate. The department also offers graduate level courses. See Table 3.

Our long-standing Department of Women's Studies offers a range of programs for undergraduates and for graduate students through the Ph.D. The department houses courses that highlight the intersections of race, class, gender, and other dimensions of difference. The program has sponsored the Curriculum Transformation Project, which has introduced faculty to ways of incorporating the study of gender into the curriculum, and the Consortium on Race, Gender, and Ethnicity, which provides fellowships, training, and mentoring of graduate students to promote diversity scholarship. See Table 4.

Asian American Studies is an interdisciplinary program that examines the histories, communities, and cultures of Asian Americans as both distinctive from and connected to the broader themes of diversity, ethnicity, race, gender, and migration in the Americas. The program offers an undergraduate certificate and an undergraduate minor for students. See Table 5.

The U.S. Latina/o Studies Program centers its intellectual and public service activities on Latina/o issues within the historical, contemporary, and regional Latino settlement communities in the United States. Drawing from premier resources at UM, as well as those in the greater metropolitan area, the academic program is interdisciplinary in scope and research, and it is community oriented. At present, the program offers an undergraduate minor and sponsors symposia for the entire campus community and beyond. See Table 6.

The Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies Program offers a new undergraduate certificate and a minor. In addition to courses and programs of study, their annual lecture series is a showcase of leading figures in LGBT and sexuality studies speaking on subjects as diverse as transgender history, LGBT law and politics, and the complex interrelationships of religion, race, and sexuality. See Table 7.

The Jewish Studies Program/Meyerhoff Center encourages research and provides instruction about the history and culture of the Jewish people from earliest times to the present day. Every semester between 500 and 600 students enroll in Jewish Studies courses. The program houses both bachelor's and master's degrees. In addition, the Jewish Studies program supports faculty research projects and organizes frequent academic conferences and lectures in order to bring the fruits of scholarship to a wider public. See Table 8.

The Department of American Studies offers degree programs at the bachelor's, master's and doctoral levels. The department explores the cultures of everyday life as well as the cultural constructions of identity and difference through the areas of ethnography and life writing, literature and society, material culture, popular culture and media studies, cultural landscapes, race and intersectionality, foodways and body and sexuality. See Table 9.

The School of Music has a division in Ethnomusicology, which explores musical cultures from around the globe. The School offers undergraduate courses in Ethnomusicology as well as degrees in Ethnomusicology at the master's and doctoral levels. In addition to offering academic courses and programs, the School also sponsors performance including ensembles in World Music, including an African Drum Ensemble, Gamelan Saraswait (focusing on the music of Bali), and a Japanese Koto Ensemble. See Table 10.

The Latin American Studies Center in the College of Arts and Humanities offers courses on Latin America and the Caribbean and houses the Undergraduate Certificate in Latin American Studies. The Center also sponsors study abroad courses (in Argentina, Brazil, Ecuador, as well as Central America and the Caribbean), and has a rich research and conference agenda on a range of subjects including Latin American culture, democracy, governance, civil society, literature, and ethnicity.

The School of Languages, Literatures, and Cultures (SLLC) within the College of Arts and Humanities offers a range of programs and courses framing the study of diversity. See Table 11. It offers formal courses (language training, linguistics, translation, and literary-cultural studies) and academic programs in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Romance Languages, Russian, and Spanish, as well as training in second language acquisition. The self-instructional foreign languages program (FOLA) provides additional language training in Turkish and Urdu.

In addition, SLLC is the home of two institutes. The goal of the Center for East Asian Studies, founded in 1969, is to expand the University's East Asian curriculum, library resources, and teaching materials. In addition to administering the undergraduate Certificate Program in East Asian Studies, the Center provides information on courses and public events and presents lectures, creative performances and exhibitions, scholarly conferences, and film series for the University and the community.

The Roshan Cultural Heritage Institute, Center for Persian Studies was established in 2004 as the first academic center focused on the Persian-speaking cultures in Iran, Afghanistan, and Central Asia, as well as the Persian-speaking diaspora communities around the globe. The Center has established a new bachelor's degree in Persian Studies, with an integral component for

scholarships and study abroad, and the Graduate Flagship Program. The Center also seeks to strengthen the relations between UM and the surrounding communities, in the state of Maryland and the nation's capital, as well as around the world.

III. Cultural Diversity through Non-Degree Programs

The University also supports a range of programs that do not lead to a formal degree or certificate but, as either stand-alone or in connection with existing academic programs, offer experiences and opportunities related to cultural diversity, enhance the awareness of our community about diversity issues, or provide valuable exposure to our faculty, staff, and students to diverse cultures and unfamiliar social contexts. A few important examples of program developments are highlighted below.

The Provost's Conversations on Diversity, Democracy and Higher Education continued with a number of notable presentations on race and racial equality, black women's studies, women and African American literature, disability studies, hate crimes, and native nations and U.S. Justice. Speakers have included David Bacon, Thomas Sugrue, Wat Misaka, Beverly Guy-Sheftall, Saphire, Rebecca Tsosie and numerous College Park faculty and staff.

The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora preserves the heritage of African American visual art and culture. In FY 10, the Center presented exhibits by Robin Holder and William T. Williams.

The Clarice Smith Performing Arts Center embraces cultural diversity in broad terms. In FY10 it commissioned and produced *Shadowboxer: An Opera Based on the Life of Joe Louis*, which depicts fighter Joe Louis as a tragic hero and a victim of American racism. It also presented a staged reading of a new work by the Tectonic Theatre, *The Laramie Project: Ten Years Later*, which is based on interviews with residents of Laramie ten years after the death of Matthew Sheppard. It was simulcast with the opportunity for interactive dialogue with the interviewees.

The Study Abroad program offers a variety of short-term (summer and winter), semester, and year-long activities. The program reached a record high for participation this year, and students are studying in a wider range of sites as well, with over 50% studying in non-European countries. See Table 12.

The Academic Achievement Programs (AAP) are designed to support low-income, first-generation students and prepare them for successful academic careers. The Academic Achievement Programs include the state-funded Intensive Educational Development program, the federally funded Student Support Services (TRIO) program and the Ronald E. McNair Post-Baccalaureate Achievement Program. These programs provide academic and counseling support to aid in the retention and graduation of at-risk students. AAP students receive intensive supplemental instruction and tutoring services during their first two years, prior to major selection. See Table 13.

Undergraduate education at the University is enhanced by living-learning environments that foster global awareness and intercultural interaction. The Global Communities living-learning

program offers an innovative two-year curriculum focused on intercultural interaction and experiential learning. The Jiménez-Porter Writers' House offers students a literary center for the study of creative writing across Spanish- and English-speaking cultures and languages. Living in close proximity to Global Communities participants, students from both programs make important connections across disciplines and cultures. As another example, the College Park Scholars International Studies program is founded on the belief that understanding political structures, forces, and processes is crucial to interpreting international relations and global events. Finally, the Language House Immersion Program provides a way for students to develop communication skills in both academic and daily life settings. Students also acquire an appreciation of the specific historical, geographical, and sociological world of the target culture(s). Ten language clusters are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Persian, Russian, and Spanish.

IV. Cultural Diversity Support Offices and Initiatives

To promote diversity outside the classroom, to promote equity at all levels, and to advance a climate of inclusiveness, the University has developed a network of offices, organizations, and programs for faculty, staff, and students:

Black Male Initiative (BMI)

The Black Male Initiative Program is dedicated to the establishment of brotherhood, scholarship, and retention of black males at the University of Maryland. BMI has a commitment to activism and leadership, and promotes the empowerment of black men.

- During FY10, all black males were invited to attend the monthly meetings, and special mailings were sent to the 163 first-time newly admitted black freshman men admitted in Fall 2009.
- During FY10, there were a total of six 2.5-hour official BMI meetings. One hundred and fifteen contacts were made with undergraduates, and a total of 78 Black /African American and one Latino male undergraduates attended the monthly meetings.
- Additionally, there were BMI activities geared towards civic engagement and bonding such as: BMI movie nights focusing on current or historical issues, fund-raising activities at campus sporting events, and community service projects involving Greenbelt Elementary School, Haitian relief efforts, and visitations at a Prince George's County youth detention facility.

Center for Minorities in Science and Engineering (CMSE)

CMSE's mission is to recruit, retain and graduate African American, Hispanic American and Native American students in engineering and to ensure that there are structures in place to promote and support students in these under-represented groups. In FY10, CMSE offered the following programs:

- Society of Hispanic Professional Engineers (SHPE): 25-30 undergraduate students
- Winter Student Leadership Retreat: 58 undergraduate students
- Bridge Programs: 20 students
- Louis Stokes Alliances for Minority Participation (LSAMP): 31 students
- LSAMP Student Travel Program (travel to pre-professional, professional conferences and

- graduate schools): 50 students
- Student Community for Outreach, Retention and Excellence (SCORE): 10 – 15 students
- National Society of Black Engineers (NSBE) National Convention: 50 participants
- Annual Student Recognition and Alumni Banquet: 122 students
- Federal Work Study, CMSE Summer Internship Program, and Bridge Undergraduate Mentoring Program (student employees): 33 students
- Community building events for underrepresented students and others: 20 – 50 per event.
- Black Engineers Society (Pre-professional student organization): 50 – 150 students

Office of Multi-Ethnic Student Education (OMSE)

The Office of Multi-Ethnic Student Education provides programs designed to enhance the academic experience of students from underrepresented groups. These programs include a tutoring program, the College Success Scholars program, one-on-one mentoring, and La Familia, a peer mentoring program for Latino students. In FY10, the Office of Multi-Ethnic Student Education served 2,592 students out of a total of 9,654 multi-ethnic students on campus.

- Of the 1,746 students who received tutoring support through OMSE, 1,522 were multi-ethnic students. Forty-eight percent of the students were African American/American Caribbean, 13% were Latino, and 23% were Asian.
- The College Success Scholars program provides comprehensive, structured and ongoing personal, academic, and professional support to multi-ethnic males at the University of Maryland. First-time freshmen students meet weekly during the summer to prepare for college matriculation. In FY10, 42 students participated in the program.

Maryland Pathways

Maryland Pathways Work Grant program is designed to assist Maryland resident poverty-level students in attending college debt-free. Students receive full-grant aid for tuition, fees, room, board, and books. Federal Work-Study is offered to cover personal expenses. During FY10 approximately 540 Maryland students from 20 counties throughout the state were served. The median household income of recipients is approximately \$17,000; about 70% of recipients are minority students; approximately 60% are first-generation.

The University continues to work to reduce the achievement gap between all students and minority students. As reported in the November 2010 Closing the Achievement Gap Follow-Up report, the six-year graduation rate gap between selected minorities (African Americans, Hispanics, and American Indians) is 10.4% (Fall 2004 cohort). This represents a decline from 10.8% in the prior year. The offices and programs described above play important roles in closing these gaps. A complete description of the University's actions to close the achievement gap is found in the Institutional Achievement Gap Report submitted to USM on October 1, 2009.

University of Maryland Incentive Awards Programs (IAP)

The University of Maryland Incentive Awards Program was developed in 2001 to recognize and reward young people who want to improve their opportunities through a college education. The program is specifically targeted toward students who demonstrate academic ability, uncommon persistence and maturity despite adverse life situations. While the award is directed toward students who demonstrate a great need for financial assistance, the scholarship component is only a small part of the program.

At the heart of the University of Maryland Incentive Awards Program is the development of individual character, community responsibility and leadership within an intimate community of peers, advisors and faculty mentors. The students who form the core of this community benefit from outstanding academic and support programs and are also active in their home communities as role models for future Incentive Award candidates. In the 2009-2010 academic year, there 45 award winners.

V. Needed Resources

The University continues to strongly support the diversity initiatives described in this report despite the difficult budget environment. Over \$1.5 million was budgeted in state appropriations and student fees in FY10 and again in FY11 to support the OMSE, Nyumburu Cultural Center and Maryland Incentive Awards programs. In addition, individual faculty and staff members have been granted significant funding for diversity-related research projects from sources such as the National Science Foundation and the University System of Maryland Foundation. The campus is now in the third year of a \$2.4 million grant program that designated UM as an Asian American and Native American/Pacific Islander serving institution. Among the inaugural class, Maryland was the only academically selective school, and the only school located on the east coast to receive this designation.

However, in order to successfully achieve our diversity goals, the University needs additional resources to:

1. Support the recruitment of diverse faculty and provide special faculty development and retention programs (\$3 M);
2. Develop special initiatives to close the student achievement gap (\$940 K); and,
3. Enhance its student recruitment activities at the undergraduate and graduate levels, especially in the form of need-based scholarships and fellowships (\$5 M).

The \$3M in base budget funds is needed to enhance our efforts toward recruitment, development and retention of minority faculty. These funds will be used to provide partial salary support and competitive start-up packages for the new faculty who are hired each year, the development of cluster hiring strategies, as well as supplemental salary and other support to provide competitive retention packages.

The plan requests \$940,000 in base budget to support efforts to close the student achievement gap, including supplemental instruction in Math and English, a program developed to ensure “continuous enrollment,” study abroad supplement for low-income students, a course on career

opportunities, research internships, and program coordinator and operating expenses. A comprehensive plan along with a budget has already been submitted to the USM. Our efforts aimed at closing the achievement gap have already started on a small scale. In order to institutionalize these efforts and increase the number of students benefiting from the programs, we need funds dedicated to this effort.

Finally the plan requests \$5 million in student recruitment activities. We lose many of the best applicants to undergraduate and graduate programs because we offer insufficient financial aid. A significant number of these students are from underrepresented groups. Accordingly, the plan expands our need-based undergraduate scholarships by \$2.5M per year, therefore allowing the University to offer 500 additional scholarships at \$5,000 per student per year. Further, we propose to increase the graduate fellowships fund by \$2M per year, thus offering 100 additional fellowships at \$20,000 per year. Finally, we propose \$500K per year to enhance our recruitment of students from low-income high schools.

The total requested budget is:

• Faculty Recruitment and Retention	\$3,000,000
• Closing the Achievement Gap	\$ 940,000
• Undergraduate Scholarships	\$2,500,000
• Graduate Fellowships	\$2,000,000
• Enhanced Recruitment	\$ 500,000
<u>Total</u>	<u>\$8,940,000</u>

**Programs of Cultural Diversity
University of Maryland, College Park
Appendix**

Table 1

Total Undergraduate									
<i>Former Federal Race Coding</i>	Fall 2009				<i>New Federal Race Coding</i>	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	72	<1%	29	43	American Indian or Alaska Native:U.S.	47	<1%	22	25
Asian:U.S.	4,041	15%	2,146	1,895	Asian:U.S.	4,012	15%	2,125	1,887
Black/African-American:U.S.	3,299	12%	1,436	1,863	Black or African American:U.S.	3,195	12%	1,415	1,780
Foreign	598	2%	311	287	Foreign	633	2%	333	300
Hispanic:U.S.	1,637	6%	728	909	Hispanic:U.S.	1,927	7%	904	1,023
Unknown:U.S.	1,523	6%	755	768	Unknown:U.S.	858	3%	495	363
White:U.S.	15,372	58%	8,554	6,818	White:U.S.	15,468	57%	8,607	6,861
					Native Hawaiian or Other Pacific Islander:U.S.	37	<1%	26	11
					Two or More:U.S.	745	3%	361	384
Total	26,542		13,959	12,583	Total	26,922		14,288	12,634
Total Graduate									
American Indian:U.S.	25	<1%	13	12	American Indian or Alaska Native:U.S.	12	<1%	6	6
Asian:U.S.	862	8%	438	424	Asian:U.S.	845	8%	420	425
Black/African-American:U.S.	783	7%	325	458	Black or African American:U.S.	804	8%	345	459
Foreign	2,539	24%	1,518	1,021	Foreign	2,455	23%	1,487	968
Hispanic:U.S.	339	3%	157	182	Hispanic:U.S.	383	4%	171	212
Unknown:U.S.	597	6%	302	295	Unknown:U.S.	514	5%	270	244
White:U.S.	5,508	52%	2,799	2,709	White:U.S.	5,518	51%	2,874	2,644
					Native Hawaiian or Other Pacific Islander:U.S.	5	<1%	3	2
					Two or More:U.S.	183	2%	85	98
Total	10,653		5,552	5,101	Total	10,719		5,661	5,058

Table 2

Total Faculty									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	4	<1%	2	2	American Indian or Alaska Native:U.S.	3	<1%	2	1
Asian:U.S.	385	10%	264	121	Asian:U.S.	439	11%	291	148
Black/African-American:U.S.	189	5%	80	109	Black or African American:U.S.	177	4%	81	96
Foreign	458	11%	345	113	Foreign	484	12%	354	130
Hispanic:U.S.	98	2%	53	45	Hispanic:U.S.	106	3%	54	52
Unknown:U.S.	161	4%	92	69	Unknown:U.S.	193	5%	114	79
White:U.S.	2,701	68%	1,664	1,037	White:U.S.	2,713	66%	1,665	1,048
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	8	<1%	4	4
Total	3,996		2,500	1,496	Total	4,123		2,565	1,558
Total Staff									
American Indian:U.S.	22	<1%	14	8	American Indian or Alaska Native:U.S.	21	<1%	12	9
Asian:U.S.	599	7%	267	332	Asian:U.S.	609	7%	272	337
Black/African-American:U.S.	1,436	16%	613	823	Black or African American:U.S.	1,364	15%	575	789
Foreign	1,519	17%	923	596	Foreign	1,498	17%	930	568
Hispanic:U.S.	473	5%	160	313	Hispanic:U.S.	504	6%	167	337
Unknown:U.S.	504	6%	246	258	Unknown:U.S.	553	6%	280	273
White:U.S.	4,532	50%	2,172	2,360	White:U.S.	4,444	49%	2,203	2,241
					Native Hawaiian or Other Pacific Islander:U.S.	3	<1%	2	1
					Two or More:U.S.	38	<1%	18	20
Total	9,085		4,395	4,690	Total	9,034		4,459	4,575

Table 3

African American Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.					Asian:U.S.				
Black/African-American:U.S.	26	87%	11	15	Black or African American:U.S.	24	89%	11	13
Foreign					Foreign				
Hispanic:U.S.					Hispanic:U.S.	2	7%		2
Unknown:U.S.					Unknown:U.S.				
White:U.S.	4	13%	3	1	White:U.S.	1	4%		1
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	30		14	16	Total	27		11	16

Table 4

Women's Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.	1	1%		1
Asian:U.S.	4	5%		4	Asian:U.S.	7	9%		7
Black/African-American:U.S.	17	22%		17	Black or African American:U.S.	17	21%		17
Foreign	2	3%		2	Foreign				
Hispanic:U.S.	5	6%	1	4	Hispanic:U.S.	10	12%		10
Unknown:U.S.	7	9%		7	Unknown:U.S.	3	4%		3
White:U.S.	44	56%	1	43	White:U.S.	43	53%	3	40
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	79		2	77	Total	81		3	78
Women's Studies –Graduate									
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	1	4%		1	Asian:U.S.	1	4%		1
Black/African-American:U.S.	5	19%		5	Black or African American:U.S.	6	23%		6
Foreign	5	19%		5	Foreign	4	15%		4
Hispanic:U.S.	1	4%		1	Hispanic:U.S.	1	4%		1
Unknown:U.S.	2	7%		2	Unknown:U.S.	1	4%		1
White:U.S.	13	48%		13	White:U.S.	11	42%		11
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	2	8%		2
Total	27			27	Total	26			26

Table 5

Asian American Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	66	79%	36	30	Asian:U.S.	48	83%	25	23
Black/African-American:U.S.	1	1%		1	Black or African American:U.S.	2	3%	1	1
Foreign	5	6%	5		Foreign	1	2%	1	
Hispanic:U.S.	1	1%		1	Hispanic:U.S.	1	2%	1	
Unknown:U.S.	5	6%	2	3	Unknown:U.S.				
White:U.S.	6	7%	3	3	White:U.S.	3	5%	2	1
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	3	5%	1	2
Total	84		46	38	Total	58		31	27

Table 6

U.S. Latina/o Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.					Asian:U.S.				
Black/African-American:U.S.					Black or African American:U.S.	1	7%		1
Foreign					Foreign				
Hispanic:U.S.	8	89%	6	2	Hispanic:U.S.	14	93%	8	6
Unknown:U.S.					Unknown:U.S.				
White:U.S.	1	11%		1	White:U.S.				
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	9		6	3	Total	15		8	7

Table 7

LGBT Studies – Undergraduate				
New Federal Race Coding	Fall 2010			
	#	%	Male	Female
American Indian or Alaska Native:U.S.				
Asian:U.S.	2	6%		2
Black or African American:U.S.	6	19%		6
Foreign				
Hispanic:U.S.	1			1
Unknown:U.S.	1	3%	1	
White:U.S.	16	52%	7	9
Native Hawaiian or Other Pacific Islander:U.S.				
Two or More:U.S.	5	16%	2	3
Total	31		10	21

Table 8

Jewish Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.					Asian:U.S.				
Black/African-American:U.S.	2	2%		2	Black or African American:U.S.	1	1%	1	
Foreign					Foreign				
Hispanic:U.S.	3	3%		3	Hispanic:U.S.	2	2%		2
Unknown:U.S.	3	3%	1	2	Unknown:U.S.				
White:U.S.	84	91%	39	45	White:U.S.	86	95%	33	53
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	2	2%	1	1
Total	92		40	52	Total	91		35	56
Jewish Studies –Graduate									
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.					Asian:U.S.				
Black/African-American:U.S.					Black or African American:U.S.				
Foreign	2	33%		2	Foreign				
Hispanic:U.S.					Hispanic:U.S.				
Unknown:U.S.					Unknown:U.S.	1	33%	1	
White:U.S.	4	67%		4	White:U.S.	2	67%	1	1
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	6			6	Total	3		2	1

Table 9

American Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	1	1%	1		American Indian or Alaska Native:U.S.	1	1%	1	
Asian:U.S.	9	6%	2	7	Asian:U.S.	9	7%	3	6
Black/African-American:U.S.	42	29%	27	15	Black or African American:U.S.	47	35%	37	10
Foreign	1	1%	1		Foreign	2	1%	1	1
Hispanic:U.S.	5	3%	1	4	Hispanic:U.S.	6	4%	2	4
Unknown:U.S.	10	7%	4	6	Unknown:U.S.	6	4%	5	1
White:U.S.	78	53%	32	46	White:U.S.	61	45%	33	28
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	4	3%	1	3
Total	146		68	78	Total	136		83	53

American Studies – Graduate									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	3	5%	2	1	Asian:U.S.	2	4%	2	
Black/African-American:U.S.	16	28%	9	7	Black or African American:U.S.	19	40%	8	11
Foreign	5	9%	1	4	Foreign	3	6%	1	2
Hispanic:U.S.	6	10%	2	4	Hispanic:U.S.	5	11%	2	3
Unknown:U.S.	5	9%		5	Unknown:U.S.	4	9%	1	3
White:U.S.	23	40%	6	17	White:U.S.	14	30%	4	10
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	58		20	38	Total	47		18	29

Table 10

Ethnomusicology – Graduate									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	1	3%		1	American Indian or Alaska Native:U.S.	1	4%		1
Asian:U.S.	1	3%		1	Asian:U.S.	1	4%		1
Black/African-American:U.S.	1	3%	1		Black or African American:U.S.				
Foreign	10	32%	2	8	Foreign	8	29%	2	6
Hispanic:U.S.	1	3%		1	Hispanic:U.S.	1	4%		1
Unknown:U.S.	4	13%	4		Unknown:U.S.	3	11%	3	
White:U.S.	13	42%	1	12	White:U.S.	14	50%	2	12
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	31		8	23	Total	28		7	21

Table 11

SLLC – Undergraduate									
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	4	<1%	1	3	American Indian or Alaska Native:U.S.	3	<1%	2	1
Asian:U.S.	108	11%	31	77	Asian:U.S.	107	12%	36	71
Black/African-American:U.S.	114	12%	29	85	Black or African American:U.S.	99	11%	24	75
Foreign	14	1%	5	9	Foreign	11	1%	1	10
Hispanic:U.S.	138	14%	39	99	Hispanic:U.S.	129	14%	42	87
Unknown:U.S.	83	9%	27	56	Unknown:U.S.	27	3%	11	16
White:U.S.	493	52%	165	328	White:U.S.	476	53%	189	287
					Native Hawaiian or Other Pacific Islander:U.S.	1	<1%	1	
					Two or More:U.S.	49	5%	15	34
Total	954		297	657	Total	902		321	581
SLLC – Graduate									
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	2	3%		2	Asian:U.S.				
Black/African-American:U.S.					Black or African American:U.S.	1	2%		1
Foreign	27	44%	6	21	Foreign	23	40%	4	19
Hispanic:U.S.	5	8%	1	4	Hispanic:U.S.	6	10%	1	5
Unknown:U.S.	3	5%	1	2	Unknown:U.S.	2	3%	2	
White:U.S.	25	40%	2	23	White:U.S.	25	43%	5	20
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	1	2%		1
Total	62		10	52	Total	58		12	46

Table 12

Study Abroad – Undergraduate									
Former Federal Race Coding	FY 2009				New Federal Race Coding	FY 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	6	<1%	4	2	American Indian or Alaska Native:U.S.	4	<1%	1	3
Asian:U.S.	193	10%	110	83	Asian:U.S.	246	12%	101	145
Black/African-American:U.S.	129	7%	87	42	Black or African American:U.S.	139	7%	43	96
Foreign	45	2%	13	32	Foreign	37	2%	11	26
Hispanic:U.S.	103	5%	64	39	Hispanic:U.S.	111	5%	38	73
Unknown:U.S.	140	7%	87	53	Unknown:U.S.	147	7%	57	90
White:U.S.	1258	67%	721	537	White:U.S.	1370	66%	576	794
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	11	1%	7	4
Total	1,874		1,086	788	Total	2,065		834	1,231

Source: Study Abroad annual report

Table 13

Academic Achievement Program – Undergraduate									
<i>Former Federal Race Coding</i>	Fall 2009				<i>New Federal Race Coding</i>	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	49	19%	22	27	Asian:U.S.	44	18%	21	23
Black/African-American:U.S.	98	38%	37	61	Black or African American:U.S.	95	38%	41	54
Foreign					Foreign				
Hispanic:U.S.	54	21%	21	33	Hispanic:U.S.	67	27%	26	41
Unknown:U.S.	13	5%	5	8	Unknown:U.S.	4	2%	1	3
White:U.S.	44	17%	19	25	White:U.S.	30	12%	12	18
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	8	3%	1	7
Total	258		104	154	Total	248		102	146