

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



**MAY 2013**

## I. The UMBC Diversity Plan and Progress

Throughout 2012, UMBC has taken steps to continue deepening its commitment to diversity as one of its core principles guiding the recruitment and retention of faculty, staff, and students. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

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

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

The UMBC Diversity Plan dated March 4, 2009 advanced specific recommendations related to the Diversity Council; increasing support for transfer students to address the achievement gap; increasing the diversity of faculty and staff; and supporting the success of faculty and staff recruited to UMBC under the various diversity initiatives. The Diversity Council has begun work on a Diversity Resource Guide for the UMBC community. Progress on other goals in the plan is reported in the sections below.

## II. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

### **Recruitment and Support of a Diverse Undergraduate Student Body**

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

1. Funding from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS) for Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U\*STAR) Program at UMBC has been renewed through May 2015. This grant will continue to provide financial support, academic advising and professional development to an anticipated 34 undergraduate junior and senior underrepresented minorities (URM) each year. The program's focus is to support students underrepresented in the fields of biomedical or behavioral sciences, or mathematics, who seek to earn a Ph.D. and pursue a research career. Since the program's beginning in 1997, a total of 306 students have been selected as MARC Trainees, 97% of whom have graduated with STEM Bachelor's degrees. Trainees typically enroll in a Ph.D. program upon graduation with a B.S. in a biomedical discipline. 93% of MARC Trainees have entered post-graduate education. More specifically, 68% of MARC alumni entered either a Ph.D. or a combined M.D. /Ph.D. program. To date 49 program alumni have earned a Ph.D. in a field of biomedical science; this includes 13 who have earned an M.D. /Ph.D.
2. The Center for Women in Technology (CWIT) in the College of Engineering and Information Technology (COEIT) supports UMBC's commitment to diversity by identifying those areas in engineering and technology where women are significantly underrepresented and offering support. CWIT supports the University in its efforts to attract private and public funding.

In the Fall 2012, CWIT served 43 current Scholars and the total number of CWIT Scholars since 2002 reached 121. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2012 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 2012 semester was 3.5. In addition, CWIT currently provides academic, personal, and professional development support to 8 T-SITE Scholars (NSF funded transfer students) and 121 Affiliates (112 women and 9 men). CWIT Affiliates are invited to participate in an annual retreat at the start of the semester, and are included in CWIT Scholar community-building events, academic and career programming, and service learning activities. Thirty one Affiliates who were new students were matched with an upper class peer mentor.

In May of 2012, the 2011 Affiliates were invited to complete the CWIT End of Year Survey about their experiences. Fourteen of 64 of last year's Affiliates completed the online survey. Seventy-five percent of respondents rated their overall experience as a CWIT Affiliate as good or excellent. Twenty eight peer mentors and mentees also evaluated their mentoring experiences in separate online surveys. Eighty-three percent of the mentees who responded rated their mentoring experience good or excellent. Mentees reported that the peer mentoring program helped them make friends and meet other women majoring in engineering and computing, increased their belief that they will continue to earn good grades, and provided information about UMBC resources.

CWIT served 21 new transfer students as part of its Affiliates Program in the Fall 2011. The Affiliates Peer Mentoring Program matched 31 new engineering and IT students with upper class students in their major, including 13 transfer students.

3. During the AY 2011-2012 a total of 7 staff and 249 students from the Meyerhoff Scholars Program (with 59% from underrepresented populations) participated in a variety of academic and social events and interventions promoting student success and excellence in STEM disciplines. Furthermore, the program partnered with several K-12 organizations in efforts to build strong relationships that foster diversity in higher education. Working with Building STEPS (Baltimore City), UMBC Upward Bound programs, North Carolina Project Seed Program, SMU Physician Scientist Training Program (Texas), Gateways Program (New York), Morry's Camp (New York) hundreds of middle and high school students visited UMBC and/or had positive interactions with UMBC Meyerhoff Scholars.
4. Established in 1997 on the campus of Eastern Connecticut State University, Men Achieving Leadership, Excellence and Success (M.A.L.E.S.) was created to help support the campus and surrounding community in areas of mentorship, service learning, and professional growth while improving the image, leadership qualities, and communication skills of the male student. This organization was chartered at UMBC in 2010, and has grown from an initial membership of seven to more than thirty students from diverse ethnic, geographic, and academic backgrounds.

Last year, the organization expanded its reach by establishing strategic partnerships with community organizations such as Baltimore City Public Schools, the National Society of Black Engineers, and the Alpha Foundation of Howard County. Through these partnerships, M.A.L.E.S. has provided mentoring/tutoring for nearly 100 male students (predominantly from the inner city), hosted campus tours, and served as guest lecturers on the collegiate experience and application process. Additionally, the organization sponsored nine events geared towards promoting academic success, social consciousness, career development, and leadership development including: \*Feed the Brain\*, a series of study sessions during the final week of classes where snacks and tutoring were provided to students for various courses; and \*Love and Palooza\*, an event dedicated to women's appreciation where male students participated in focus groups around domestic violence in relationships. In an

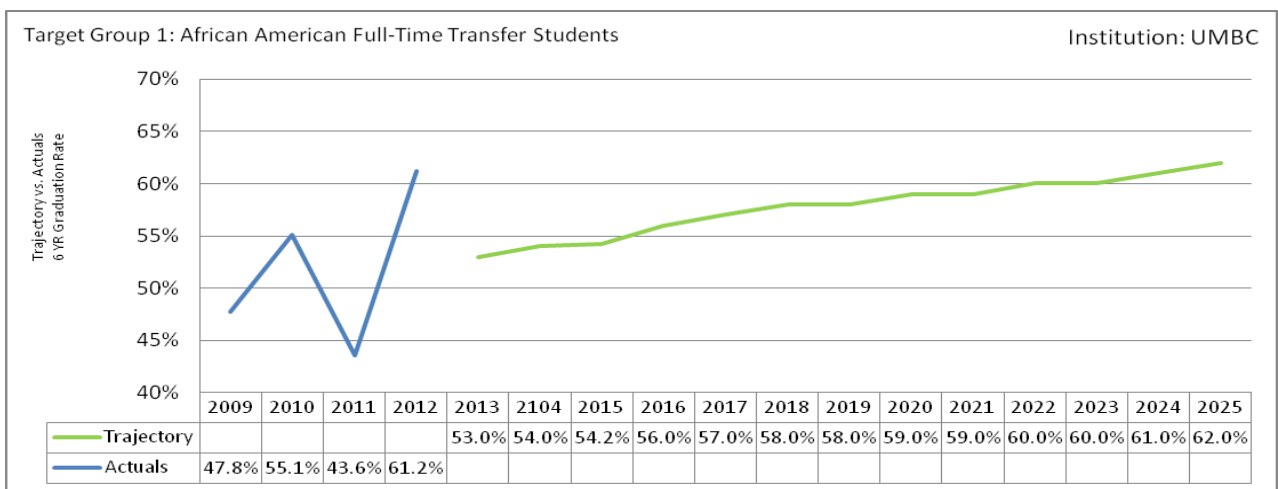
effort to promote professional development on campus, M.A.L.E.S. also held two training sessions on "Preparing for your 1st Interview" and "How to Revise My Resume," serving more than 60 students. In efforts to foster a deeper sense of unity amongst the campus' male student population, M.A.L.E.S. has also launched a series of roundtable discussions focused on male-related issues with targeted populations such as commuter students, freshmen, and fraternity members.

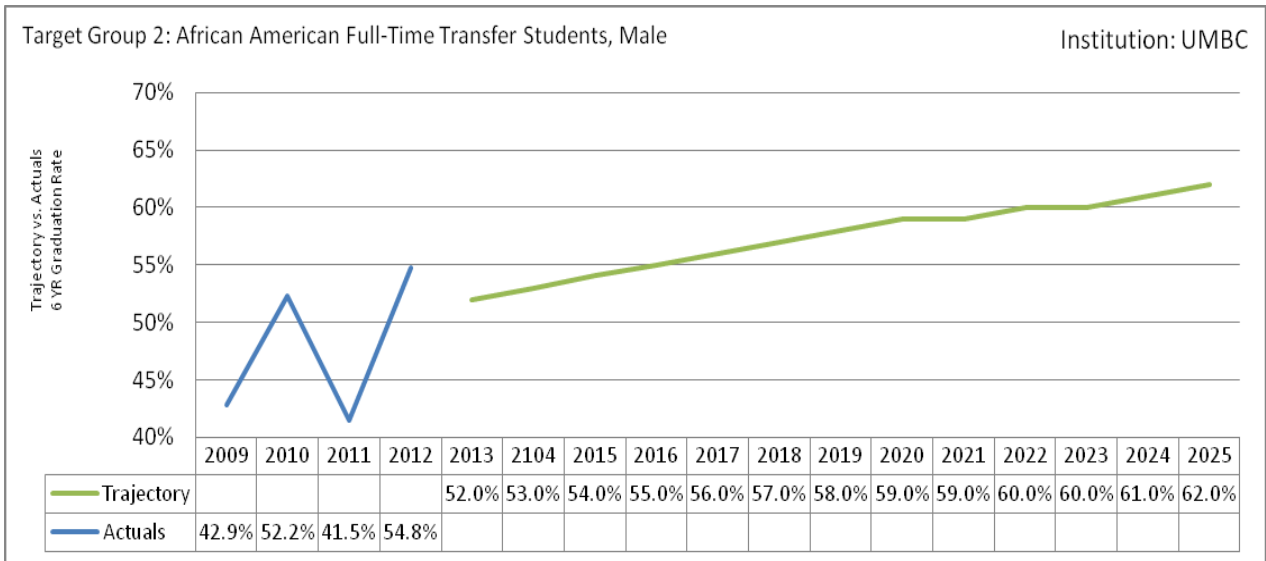
The organization has several events planned for the 2012-13 academic year that pertain to minority empowerment and achievement in various aspects of a student's collegiate journey. So far, M.A.L.E.S. has hosted a meet and greet for new students to the campus, with special invitations targeting minority, transfer students. The goal of the event was to connect new students with peers within their majors as well as with key faculty and staff members to aid them in reaching their goals at UMBC. The event was attended by approximately 50 new male students, as well as a host of continuing students, faculty, and staff in support of such initiative.

5. The Hispanic/Latino Undergraduate (UG) Admissions Advisory Committee was established in 2008 to assist the Admissions Office in developing strategic partnerships, programs, and outreach efforts to attract and encourage academically talented Hispanic and Latino students to consider the many opportunities for study at UMBC. The Committee is comprised of UMBC faculty, staff, students and alumni. The committee's work has led to such efforts as the annual Reception for Academically Talented Hispanic Latino High School Students, The Campus Overnight, and English to Spanish translation of key admissions materials. In addition, the efforts of the committee have led to important partnerships between the UG Admissions Office and the Hispanic/Latino Student Union. For freshmen there has been an increase in Hispanic/Latino applicants from 401 in 2010 to 765 in 2013.

B. *Closing the achievement gap*

UMBC defines its achievement gap as the differences in the six-year graduation rates for African-American full-time fall transfer students compared to White full-time fall transfer students; and between African-American male full-time fall transfer students and White male full-time fall transfer students.





In fall 2010 the achievement gap for African American transfer students declined to its third lowest level in 10 years. In this context the dip in graduation rates seen for African American transfer students and male African American transfer students in the subsequent cohort beginning in fall 2005 is disappointing. Many of the interventions we have developed to address transfer student success had not been implemented at the scale needed to reach a significant number of transfer students in the 2005 cohort. These interventions are now in place and continue to be developed. Evidence for the impact of these interventions appears in our analysis of the cohort of students who started in fall 2006 which demonstrate significantly higher retention and graduation rates than the 2005 cohort. For example, the six-year graduation rate for full-time African American transfer students from the class entering in fall 2006 is 61.2 percent, higher than any six-year graduation rate we have ever had for African American transfer students.

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

1. Highly summarized assessment of each initiative:

- Implemented an academic seminar for transfer students (TRS 201)
  - A tracking system is being developed to assess long-term results of participation in TRS courses.
  - Students have identified several elements of particular interest to transfer students, including: greater focus on achieving success in the identified major, connections to faculty in the discipline, academic advising, and career counseling. Changes have been made in the course plan to strengthen these elements.
  - An initial student self-assessment of 58 (22 STEM) fall 2012 TRS students shows statistically significant positive change on all self-report measures, including directing a study group, preparing an annotated bibliography, locating key offices, identifying opportunities for tutoring and academic assistance, and writing a resume.
  - Students who have engaged in a TRS course in Fall 2011 and Spring 2012 have a 1 semester retention rate of 96.7% and 90.9% respectively versus a 1 semester retention rate of 88.6% and 81.6% for all transfer students.
- Added Supplemental Instruction (SI) for courses which have been difficult for transfer students
  - Of the 355 transfer students from Fall 2011 through Fall 2012, 241 (67 percent) earned an A, B, or C in the course
  - Of male transfer students (114/169) 67% earned an A, B, or C in the course

- Extended First-Year Intervention (FYI) to include first-year transfer students
  - The action steps offered in the alert to help students improve in the affected course(s) were updated to include messages directed to transfer students
  - Now that it is fully implemented (Spring 2013) in the Student Administration system, FYI tracks all first-year transfer students, not just those with 30 credits or fewer.
  - In Spring 2013, a total of 2,132 Alerts were sent
  - In Spring 2013, 1,363 (38.9 percent) (N=1363/3495 FYI-eligible) students were reported in academic difficulty. This compares to 50.8 percent in fall 2012 and 49.3 percent in spring 2012
  - 716 (41.5 percent)(N=716/1726) of 1,726 first-year transfer students received one or more alerts (1,092 alerts total in Spring 2013)
  
- Strengthened Transfer Student Alliance

Transfer Student Alliance Results 2008 - 2011

Admit Year	Program-to-date enrollment	Admitted to UMBC	Enrolled at UMBC	TSA Merit Aid
2008-2009	5			
2009-2010	33	17	13	\$1,500 each to 7 students
2010-2011	108	31 (17 of these Spring 2011)	13 (all in Spring 2011)	\$1,500 each to 16 students
2011-2012	134	42	30	\$1,500 each to 9 students
2012-2013	685	188	105	\$1,500 each to 20 students

- Improved orientation and advising
  - We are actively monitoring the effectiveness of the Extra Credit campaign
  - Of the 108 advisors in summer 2012, 45 were graduate students and 63 were faculty and staff. Sixty-five percent of summer 2012 advisors had one or more seasons of advising experience. More than 2,500 incoming students received summer orientation, very close to one hundred percent of the new fall students
  - As of fall 2012, all UMBC departments have rolled out degree audits for their academic majors, minors, and certificates. Based on the popularity of the “what if” feature among students, advisors and faculty have received access to this feature starting in spring 2012.
  - Advising notes have been fully available only since summer 2010. Efforts continue to educate department chairs, faculty members, and professional advisors as to the uses and value of advising notes. So far we have observed that advising notes allow for more consistent advising and can help to avoid conflicting advice to students. Starting in summer 2010, advising notes have been created for all students who participate in orientation.
  - More than 1,000 incoming students declared a major during the summer 2012 orientation period.
  
- Expanded LRC 101A
  - Fall 2012, of the 125 students in LRC 101A, 61 or 48.8 percent were transfer students
  - Of the 61 transfer students, 45 or 74 percent received a C or better in the class
  - Of the 61 transfer students, 44 or 72 percent are currently enrolled
  - All LRC 101A sections use active learning techniques and small-group work; course evaluations reflect active student engagement in course content.

- Blue sheet evaluations for LRC101A were collected for spring and fall 2011 and used for program improvement. Possible trend information is being evaluated.
- The BreakingGround grant is the first internal or external funding competitively sought for support of LRC 101A.
- Received Gates Foundation planning grant
  - Our greatest success was the collaborative partnerships that guided the work of all of the outcomes
  - Planning grant successfully led to the awarding of a 3-year Implementation grant
- Received Gates Foundation implementation grant  
Implementation grant is in its first year; no assessment data available

### **Recruitment and Support of a Diverse Graduate Student Body**

The Meyerhoff Graduate Fellows Program was established in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents. The Meyerhoff Graduate Fellows Program has transformed graduate education at UMBC. Since the program's inception in 1996, enrollment of underrepresented students in participating PhD programs (Biological Sciences, Chemistry and Biochemistry, Engineering, Human Services Psychology and Physics) has increased significantly. The URM enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 76 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) at the University of Maryland, Baltimore. An additional 53 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only seven URMs earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 18 years preceding the Meyerhoff Graduate Program.

1. PROMISE, the National Science Foundation's Alliance for Graduate Education and the Professoriate (AGEP) in Maryland, increases the number of underrepresented minority students receiving Ph.D.s in STEM. Formed in 2002 and led by UMBC, PROMISE is a multi-institution consortium that includes the University of Maryland College Park (UMCP) and the University of Maryland, Baltimore (UMB). New initiatives in 2011-2012 connected participants to graduate students from additional USM institutions. PROMISE's goal is to facilitate Ph.D. completion and prepare students for careers as professors in the STEM disciplines. UMBC and PROMISE sponsor programs and initiatives that are designed to facilitate graduate student community, professional development, degree completion and transition to career. Community is also maintained through a series of websites (e.g., <http://www.umbc.edu/promise>, myUMBC <http://my.umbc.edu/groups/promise>) and social media venues including Facebook (<http://www.facebook.com/PROMISEagep>), Twitter ([http://www.twitter.com/PROMISE\\_AGEp](http://www.twitter.com/PROMISE_AGEp)). Between May 2011 and October 2012, the hit rate for the PROMISE websites surpassed 150,000 hits, signifying that people are seeking information from our online resources. 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. Programs of PROMISE include The Dissertation House (graduates = 66 URM PhDs, alliance-wide), PROF-it (Professors-in-Training), Horizons, Success Seminars, and the Summer Success Institute. A subset of these initiatives is described below:

- Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Recognition of Graduates* and *Faculty/Staff/Student Connections Opening Meetings*. The Spring and Fall 2012 Opening Meeting average 80-100 participants, including postdocs, faculty, and staff. Discussions included the PROMISE book chapter on Successful Black Women (Rutledge, Carter-Veale,

Tull, 2011), and overcoming the “Imposter Syndrome.” Other recruitment and career-building seminars are co-sponsored with the Meyerhoff Graduate Fellows program.

- 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 can prepare for and embrace the upcoming academic year of graduate study. The 2012 SSI included underrepresented minority (URM) graduate students, postdocs, alumni, and faculty. Our total count for 2012 was 180, which included participants from several schools in the PROMISE AGEF.

UMBC’s overall graduate student population has grown rapidly over the past decade and has increased from approximately 1,400 students in 1999, to 2,684 students in 2012. Underrepresented STEM (including the social and behavioral sciences) enrollment has grown from 323 in Fall 2001 to 434 in Fall 2012. The 2012 data also show that there are 67 URMs enrolled in all Master’s in Professional Studies (MPS) programs, and 40 URMs enrolled in the Information Systems Online MS program.

Figure 1 shows the increase in URM graduate student enrollment in STEM (not including the social or behavioral sciences) master’s and Ph.D. programs at UMBC since the introduction of our NSF-funded programs to broaden participation. The data that comprise “all” enrollment include degree-seeking, certificate-seeking, and non-degree-seeking. The largest shifts in 2012 may be attributed to broadened participation in two MPS programs (Cybersecurity and Biotechnology), and in the online master’s program in Information Systems. We will be monitoring these trends. The impact on enrollment is clear and dramatic, with enrollment more than tripling over the decade. Figure 2 shows URM STEM doctoral degrees in the decade before and after introduction of our programs to broaden participation. In 2011 and 2012, UMBC produced 17 URM Ph.D.s in STEM fields, and 25 URM Ph.D.s in all fields.

Figure 1

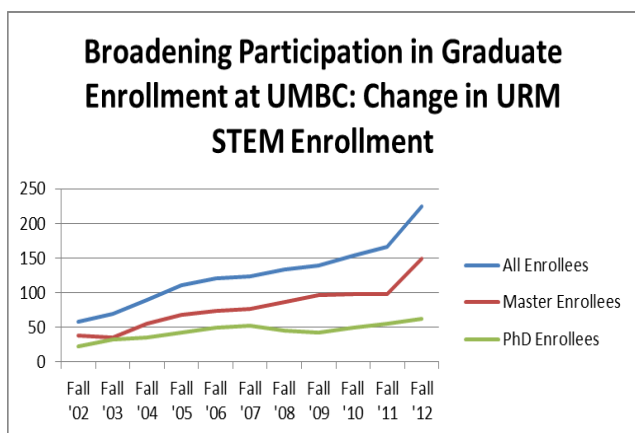
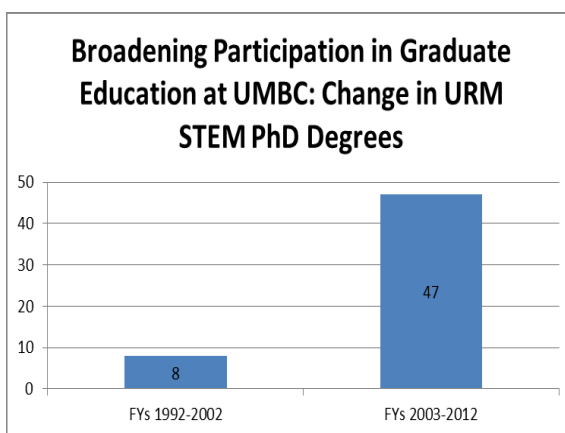


Figure 2



**Recruitment and Support of a Diverse Faculty Body**

**A. URM Faculty hires and attrition in AY 2012-13**

UMBC hired 29 new full-time faculty for appointments in AY 2012-13. Overall, 17% (N=5 of 29) of all new instructional faculty and 22% (N=4 of 18) of the new TT/T faculty were members of underrepresented minority groups. However, during the same period, UMBC lost one tenured underrepresented minority male faculty member. In addition, building on the success of the UMBC ADVANCE Program, an additional female was hired in STEM, which brings the total of STEM female faculty to 22% (N=42 of 189). However,



during this same time period, UMBC lost one tenured female STEM faculty due to an outside offer from another university. In order to develop effective institutional practices for the recruitment, retention and advancement of a diverse faculty at UMBC, the President and Provost, in tandem with the Program Coordinator for Faculty Diversity Initiatives, have worked closely with the ADVANCE Executive Committee and the Executive Committee on the Recruitment, Retention and Advancement of Underrepresented Minority Faculty (URM) to develop and implement the following interventions and initiatives.

#### B. *Recruitment*

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

1. *Search Committee Chair Implicit Bias Training*- originally piloted in CNMS in Fall 2012, with the support of the Program Coordinator for Faculty Diversity, this college-based educational workshop for search committee chairs shares best practices for recruiting a diverse pool of applicants, developing and implementing fair and consistent metrics for the evaluation of candidates, and documenting departmental recruitment and hiring procedures in a diversity hiring plan.
2. *UMBC Postdoctoral Fellows Program for Faculty Diversity*- a 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. Each fellow is provided with individual teaching and research mentors and specialized professional development opportunities across the campus. The two inaugural Postdoctoral Fellows, appointed on July 1, 2011, are completing the final year of the fellowship. UMBC has hired one of these Postdoctoral Fellows for a tenure-track position that will commence in AY2013-2014. In April of 2013, UMBC selected three new postdoctoral fellows for appointments beginning July 1, 2013.
3. *Outreach Activities* -working with a \$15,000 budget in the Office of the Provost, these activities focus on the identification of potential candidates for on-going searches, and enhancing the national visibility of UMBC's commitment to faculty diversity in targeted venues and publications. We placed ads with our "We're Changing Minds, Come Join Us," in targeted publications highlighting the accomplishments of a number of our exceptional faculty of color. In addition, in conjunction with the Office of Institutional Advancement, Faculty Diversity Initiatives we unveiled a Faculty Diversity brochure and website, [www.umbc.edu/facultydiversity](http://www.umbc.edu/facultydiversity) that has received a positive response from the UMBC community. These thematic materials along with promotional items are used in outreach activities at such national and regional venues and conferences for minority scholars as the Southern Regional Education Board's (SREB) annual *Compact for Faculty Diversity's Institute on Teaching and Mentoring*, the annual Women in Engineering Proactive Network (WEPAN) conference, the annual Association for Women in Science and Engineering (AWIS) ADVANCE conference, and the annual Black Engineer of the Year Award conference.

#### C. *Retention and Advancement*

1. *Executive Committee on Recruitment, Retention and Advancement of Underrepresented Minority Faculty* –The Executive Committee provides advice and counsel to the Provost and guides the development and implementation of initiatives to address issues and concerns specifically associated with the hiring, retention and advancement of minority faculty at UMBC.
2. *ADVANCE Executive Committee* – The ADVANCE Executive Committee provides advice and counsel to the Provost on programmatic initiatives designed to advance the success of women faculty in STEM at UMBC.
3. *Eminent Scholar Mentor Program*- a program that facilitates mentoring relationships between all new faculty and prominent external researchers in their fields.

4. Faculty ADVANCEment Workshops-the Program Coordinator for Faculty Diversity, in tandem with the Director of the Faculty Development Center, hosted a Fall 2012 and Spring 2013 workshop for Assistant Professors on the tenure process.
5. Campus community building activities- continue to expand with the addition of our newly established LGBT Faculty Association to our already extant Latino/Hispanic Faculty Association, Women in Science and Engineering (WISE), and College of Arts, Humanities, & Social Sciences' Black Faculty Committee, community-based faculty groups.

D. *Areas of Opportunity and Resources for Enhancement*

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

1. *Recruitment*-Out of a total of 402 tenure/tenure track faculty, there are currently 28 (7%) Black/African American faculty and 16 (4%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 42 (22%) female faculty. While inroads have been made in recruiting faculty of color and women in STEM, more work remains to be done. The Program Coordinator continues to investigate best practices for diversity hiring initiatives at universities across the country in an effort to augment our current practices. UMBC continues to place high priority on recruitment of URM faculty – particularly African American and Latino/Hispanic – across all disciplines and women in STEM. In order to sustain the momentum of ongoing initiatives in this area, the administration continues to rigorously review departmental diversity recruitment activities. In addition, we are also conducting an analysis of our applicant pool for the two cohorts for the Postdoctoral Fellowship for Faculty Diversity to use for future targeted faculty recruitment.
2. *Retention and Advancement*-A disaggregation of faculty data by race and gender reveals a disproportionate number of faculty at the Associate and Assistant Professor levels among faculty of color and female faculty in all colleges. Out of 28 Black/African American faculty, ten (36%) are at the Assistant rank, thirteen (46%) are at the Associate Professor rank, and the remaining five (18%) faculty are Full Professors. In terms of the 16 Latino/Hispanic faculty, nine (56%) are at the Assistant Professor rank, six (37%) at the Associate Professor and only one (6%) is a Full Professor. The numbers for women faculty in general are 156 (39%) faculty, out of which 54 (35%) are at the Assistant Professor rank, 69 (44%) are at the Associate Professor rank and 33 (21%) are Full Professors. The Provost has established a college-based mentoring initiative to support the advancement of Assistant and Associate Professors with particular emphasis on women and URM faculty. To that end, the College of Natural and Mathematical Sciences held a retreat in January 2012 for Associate Professors and one in October 2012 for Assistant Professors. The College of Arts, Humanities and Social Sciences has ongoing efforts to support associate professors in moving toward promotion. In addition, in May of 2013, the women from the original three cohorts of the ADVANCE Leadership Cohort Program reunited to discuss the creation of a future leadership program for UMBC's next generation of leaders.
3. *Base-funding* will be required in order to fully institutionalize the *UMBC Postdoctoral Fellows Program for Faculty Diversity* beyond the 2<sup>nd</sup> cohort. In addition, in order for UMBC to make desired progress in enhancing the diversity of the faculty, new faculty lines will be needed to hire post-doctoral fellows and additional targets of opportunity who prove to be viable candidates for tenure-track faculty positions. Finally, additional funding will be required in order to support additional leadership and advancement programs.

**Recruitment and Support of a Diverse Staff Body**

- All position announcements contain a statement indicating that UMBC is an Equal Opportunity/Affirmative Action Employer. The identical statement is on all job announcements found on the UMBC website. Advertisements of position vacancies in newspapers, internet websites, and professional journals state that UMBC is an Equal Opportunity/Affirmative Action Employer. Applications for employment contain a statement that UMBC is an Equal Opportunity/Affirmative Action Employer

- Position vacancies are advertised in newspapers, websites and journals that are widely read by minorities and females such as the Baltimore Sun, Washington Post, Career Builder.com, Monster Jobs, HigherEdjobs.com, Inside Higher Ed, HERC, the Baltimore Afro American newspaper and other publications.
- Campus search committees are educated to evaluate, interview, and recommend candidates for selection based on merit and non-discriminatory factors. The benefits of diversity on the UMBC campus are articulated.
- Attend relevant job fairs that reach a broad and diverse audience in an effort to increase the diversity of UMBC's workforce.
- An atmosphere of inclusion is promoted by ensuring that campus interview panels consist of a diverse group of individuals and by requiring hiring departments to complete the UMBC Preliminary Recruitment Report which indicates: the names, race, and sex of those individuals serving on the screening committee and also indicate which publications the hiring department will be using for advertising in an effort to reach a diverse audience.
- For all exempt staff positions, the hiring authority is given a copy of the Statement of Policy of Affirmative Action signed by the President of the University at the outset of the recruitment process. The statement emphasizes UMBC's commitment to Equal Employment Opportunity and Affirmative Action.
- UMBC has a sign-off procedure that reviews selections based on: verifying that the selected candidate meets the minimum requirements as advertised; that there are no disparities in salaries (e.g. offering a female research assistant a lower salary when compared with a similarly situated male candidate); that there were a pool of candidates interviewed; and that the justification letter supports the department's selection.
- Equal Employment Opportunity posters identifying and explaining applicable federal and state laws and regulations are posted on the UMBC Human Resources bulletin board, UMBC's Human Resources website, and at a number of locations throughout the campus.
- Provide various training programs that will review some of the equal employment concepts (state and federal civil rights mandates). The programs are: Recruitment and Selection training; Interviewing 101, Performance Management training for supervisors, and a comprehensive training program for supervisors titled "What Every Supervisor Should Know".

In addition to the benefits package including Tuition Remission, staff are offered various professional development opportunities, wellness services, recognition programs and access to services and programs.

### III. Efforts to Create Positive Interactions and Cultural Awareness on Campus

New undergraduate degree programs in Asian Studies and in Global Studies have expanded UMBC's curricular offerings in ways that reflect and support cultural diversity in the classroom.

1. During the 2011 academic year, the Mosaic Culture and Diversity Center reached 300 undergraduate and graduate students, staff, and faculty through 60 programs including: Welcome Week outreach events for new and transfer students; weekly UMBC Talks Diversity Dialogue series; Safe Zone workshops for LGBTQ student support; Introduction to an Honors University (IHU) cultural competence class presentations for new first year students, transfers and returning students by request; and co-sponsored events with on and off-campus partners. Additionally, Residential Life offered 260 Multicultural Exploration programs in the residential communities and the Career Services Office offered targeted support through diversity recruitment events on and off campus.
2. University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (87 attendees), sexual assault awareness (657 attendees), domestic violence awareness (853 attendees), and women's seminars in health education (13 attendees) were programs targeted to women. Sex in the dark (43 attendees) and World AIDS Day (89 attendees) included specific information for targeted populations including LGBTQ and international students.

3. The Women's Center provides an intentional space for non-traditional women students through the Returning Women's Support group and scholarship program (which provides \$49,000 in financial aid). Efforts are made weekly to reach out to non-traditional women related to campus resources and academic success that will support their retention and graduation numbers. The Center provides intentional space for women who are mothers through a lactation room and mother's group. During the 2011-2012 academic year the lactation room was used 443 times. The Center also collaborated with the President's Commission for Women to provide additional information on child care resources to support students in their academic pursuits and faculty and staff in their work performance.

This year, along with the partnership from the Mosaic Center, the Center created the Between Women's group - a group for women who love women, think they might, or support those who do. It was created out of the need we were hearing from women on campus feeling that other LGBT groups on campus were not hearing their voice or giving them the safest space to express themselves as women in the LGBT community. The group was very successful and we had a cohort of about 10-12 women who come regularly to weekly meetings. Our myUMBC group membership is over 40 women.

The Women's Center created a Men's Engagement program (called M2M) in Fall of 2012 which explores issues of masculinity. An objective of this program is to help increase pro-social behaviors and attitudes related to supporting women and the LGBT community. Additionally, the group seeks to address unhealthy and/or destructive behaviors related to rigid gender roles that impact male student's retention and graduation rates, use of alcohol and drugs, and conduct incidents. The current cohort is 7 men. The Center also seeks opportunities to program and create events related to diversity education and awareness through a film series, Domestic Violence Awareness Month and Sexual Assault Awareness Month programming, and other one-time events like Transgender Day of Remembrance and National Coming Out Day. The Women's Center prides itself in being a safe place for minority identities. Staff have been trained on important issues related to serving underrepresented groups to ensure it is indeed a safe space. Additionally, QUMBC hosts their weekly general meetings in the Center.

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

**DEMOGRAPHIC DATA**



**MARCH 4, 2013**

This report presents the student, faculty and staff demographic data for UMBC from Fall 2008 onwards.

Table 1 shows the demographic data for students by undergraduate/ graduate status for Fall 2008 through Fall 2012. At both the undergraduate and graduate levels, no significant changes in the distribution of race/ethnicity have occurred between Fall 2011 and Fall 2012, with any fluctuations falling within two percentage points. UMBC did experience a dramatic increase in the number of undergraduate students that did not self identify their race/ethnicity, however, with more than double the number failing to do so (422 in Fall 2012 compared to 197 in Fall 2011). Data indicate that this is primarily a function of an increase in applications and new students choosing not to identify their race/ethnicity. However, this group still accounts for only 3.9% of the undergraduate student population.

Tables 2 and 3 present the demographic data for faculty and staff. As with students, the distribution of race/ethnicity among both faculty and staff exhibited no significant changes between Fall 2011 and Fall 2012. While the distribution by race/ethnicity did not change, there was a 15% increase in the number of Hispanic/Latino faculty, as well as an 8.8% increase in the number of African American faculty. Among staff, groups with a greater than 10% change in number were among those comprising relatively small proportions of the overall population (i.e., Asian, Native Hawaiian or Other Pacific Islander, Two or More Races, and International). These five groups together constitute less than 5% of the staff population.

TABLE 1: STUDENTS

UNDER-GRADUATE	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,646	16.5%	741	905	1,671	16.4%	758	913	1,703	16.1%	760	943	1,790	16.3%	817	973
American Indian or Alaska Native	44	0.5%	25	19	52	0.5%	30	22	40	0.4%	21	19	31	0.3%	20	11	22	0.2%	13	9
Asian	2,085	21.7%	1,106	979	2,034	20.4%	1,077	957	2,126	20.8%	1,171	955	2,207	20.9%	1,201	1,006	2,194	20.0%	1,211	983
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	502	4.7%	241	261	573	5.2%	275	298
White	4,985	51.9%	2,911	2,074	5,150	51.8%	2,962	2,188	5,131	50.3%	3,005	2,126	5,148	48.7%	3,052	2,096	5,102	46.6%	2,999	2,103
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	38	0.4%	12	26	23	0.2%	7	16
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	290	2.7%	134	156	362	3.3%	185	177
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	197	1.9%	102	95	422	3.9%	241	181
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	457	4.3%	256	201	465	4.2%	256	209
<b>TOTAL</b>	<b>9,612</b>	<b>100.0%</b>	<b>5,246</b>	<b>4,366</b>	<b>9,947</b>	<b>100.0%</b>	<b>5,383</b>	<b>4,564</b>	<b>10,210</b>	<b>100.0%</b>	<b>5,593</b>	<b>4,617</b>	<b>10,573</b>	<b>100.0%</b>	<b>5,778</b>	<b>4,795</b>	<b>10,953</b>	<b>100.0%</b>	<b>6,004</b>	<b>4,949</b>
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	356	12.2%	144	212	275	10.3%	104	171	309	11.8%	129	180	342	12.7%	144	198
American Indian or Alaska Native	9	0.3%	5	4	9	0.3%	6	3	3	0.1%	1	2	6	0.2%	3	3	5	0.2%	3	2
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	181	6.9%	104	77	160	6.0%	88	72
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	77	2.9%	39	38	80	3.0%	35	45
White	1,400	52.7%	617	783	1,535	52.5%	679	856	1,274	47.6%	585	689	1,399	53.3%	667	732	1,446	53.9%	706	740
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	8	0.3%	3	5	7	0.3%	2	5
Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.4%	22	16	38	1.4%	26	12
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	171	6.5%	101	70	145	5.4%	86	59
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	437	16.6%	242	195	461	17.2%	261	200
<b>TOTAL</b>	<b>2,656</b>	<b>100.0%</b>	<b>1,190</b>	<b>1,466</b>	<b>2,923</b>	<b>100.0%</b>	<b>1,350</b>	<b>1,573</b>	<b>2,678</b>	<b>100.0%</b>	<b>1,265</b>	<b>1,413</b>	<b>2,626</b>	<b>100.0%</b>	<b>1,310</b>	<b>1,316</b>	<b>2,684</b>	<b>100.0%</b>	<b>1,351</b>	<b>1,333</b>

<b>ALL STUDENTS</b>	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,002	15.6%	885	1,117	1,946	15.1%	862	1,084	2,012	15.2%	889	1,123	2,132	15.6%	961	1,171
American Indian or Alaska Native	53	0.4%	30	23	61	0.5%	36	25	43	0.3%	22	21	37	0.3%	23	14	27	0.2%	16	11
Asian	2,255	18.4%	1,182	1,073	2,234	17.4%	1,183	1,051	2,282	17.7%	1,246	1,036	2,388	18.1%	1,305	1,083	2,354	17.3%	1,299	1,055
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	579	4.4%	280	299	653	4.8%	310	343
White	6,385	52.0%	3,528	2,857	6,685	51.9%	3,641	3,044	6,405	49.7%	3,590	2,815	6,547	49.6%	3,719	2,828	6,548	48.0%	3,705	2,843
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	46	0.3%	15	31	30	0.2%	9	21
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	328	2.5%	156	172	400	2.9%	211	189
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	368	2.8%	203	165	567	4.2%	327	240
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	894	6.8%	498	396	926	6.8%	517	409
<b>TOTAL</b>	<b>12,268</b>	<b>100.0%</b>	<b>6,436</b>	<b>5,832</b>	<b>12,870</b>	<b>100.0%</b>	<b>6,733</b>	<b>6,137</b>	<b>12,888</b>	<b>100.0%</b>	<b>6,858</b>	<b>6,030</b>	<b>13,199</b>	<b>100.0%</b>	<b>7,088</b>	<b>6,111</b>	<b>13,637</b>	<b>100.0%</b>	<b>7,355</b>	<b>6,282</b>

**TABLE 2: FACULTY**

	<b>Baseline: 2008-2009</b>				<b>2009-2010</b>				<b>2010-2011</b>				<b>2011-2012</b>				<b>2012-2013</b>			
<b>ALL FACULTY</b>	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	54	5.3%	24	30	53	5.1%	25	28	57	6.1%	30	27	62	6.4%	28	34
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	2	0.2%	1	1	2	0.2%	1	1
Asian	107	10.5%	72	35	132	13.0%	87	45	130	12.6%	83	47	105	11.2%	61	44	107	11.0%	64	43
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	20	2.1%	6	14	23	2.4%	7	16
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	671	71.4%	395	276	697	71.8%	403	294
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	3	0.3%	2	1	3	0.3%	2	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	2	0.2%	1	1	4	0.4%	3	1	4	0.4%	3	1
Did Not Self Identify	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	78	8.3%	47	31	72	7.4%	46	26
<b>TOTAL</b>	<b>1,018</b>	<b>100.0%</b>	<b>615</b>	<b>403</b>	<b>1,017</b>	<b>100.0%</b>	<b>620</b>	<b>397</b>	<b>1,032</b>	<b>100.0%</b>	<b>620</b>	<b>412</b>	<b>940</b>	<b>100.0%</b>	<b>545</b>	<b>395</b>	<b>971</b>	<b>100.0%</b>	<b>554</b>	<b>417</b>



<b>TENURED/ TENURE TRACK FACULTY</b>	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	19	5.0%	10	9	20	5.3%	12	8	21	5.6%	13	8	22	5.8%	14	8
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	1	-	1	0.3%	1	-
Asian	41	10.8%	26	15	50	13.1%	31	19	51	13.4%	32	19	52	13.9%	33	19	53	14.0%	33	20
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	11	2.9%	3	8	13	3.4%	4	9
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	272	72.7%	166	106	272	71.8%	169	103
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	2	0.5%	1	1	2	0.5%	1	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	1	1	0.3%	-	1	1	0.3%	-	1
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	33	8.7%	18	15	23	6.0%	14	9	18	4.7%	10	8	14	3.7%	9	5	15	4.0%	9	6
<b>TOTAL</b>	<b>378</b>	<b>100.0%</b>	<b>233</b>	<b>145</b>	<b>381</b>	<b>100.0%</b>	<b>235</b>	<b>146</b>	<b>380</b>	<b>100.0%</b>	<b>234</b>	<b>146</b>	<b>374</b>	<b>100.0%</b>	<b>226</b>	<b>148</b>	<b>379</b>	<b>100.0%</b>	<b>231</b>	<b>148</b>
<b>NON- TENURE TRACK FACULTY</b>	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	35	5.5%	14	21	33	5.1%	13	20	36	6.4%	17	19	40	6.8%	14	26
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	1	0.2%	-	1	1	0.2%	-	1
Asian	66	10.3%	46	20	82	12.9%	56	26	79	12.1%	51	28	53	9.4%	28	25	54	9.1%	31	23
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	9	1.6%	3	6	10	1.7%	3	7
White	437	68.3%	255	182	428	67.3%	253	175	430	66.0%	257	173	399	70.5%	229	170	425	71.9%	234	191
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	1	0.2%	1	-

Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	3	0.5%	3	-	3	0.5%	3	-
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	-	1
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	64	11.3%	38	26	56	9.5%	37	19
TOTAL	640	100.0%	382	258	636	100.0%	385	251	652	100.0%	386	266	566	100.0%	319	247	591	100.0%	323	268

TABLE 3: STAFF																				
STAFF (excluding grad asst)	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	276	23.2%	81	195	279	23.2%	88	191	272	22.8%	83	189	273	22.6%	79	194
American Indian or Alaska Native	5	0.4%	2	3	5	0.4%	2	3	4	0.3%	1	3	3	0.3%	1	2	3	0.2%	1	2
Asian	40	3.3%	15	25	39	3.3%	17	22	45	3.7%	16	29	45	3.8%	15	30	39	3.2%	13	26
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	23	1.9%	9	14	24	2.0%	10	14
White	877	71.9%	358	519	848	71.4%	350	498	846	70.3%	358	488	840	70.3%	346	494	853	70.7%	354	499
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-	4	0.3%	1	3
Two or more races	-	0.0%	-	-	-	0.0%	-	-	4	0.3%	1	3	8	0.7%	2	6	7	0.6%	3	4
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	3	0.3%	3	-	4	0.3%	3	1
TOTAL	1,220	100.0%	463	757	1,188	100.0%	461	727	1,204	100.0%	476	728	1,195	100.0%	460	735	1,207	100.0%	464	743

\* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.

Two or More Races category available beginning in Fall 2010 reports.

SOURCES: DW.Employees and ReportFactStudentTerm.

Prepared by UMBC OIR, November 2012.