



Report on Institutional Programs of Cultural Diversity

Volumes I & II

MSAR # 8751

December 2015



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Volume I

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2015 Cultural Diversity Report

EXECUTIVE SUMMARY

In accordance with Maryland Education Article §11-406, each public postsecondary institution in Maryland is required to develop and implement a plan for cultural diversity. These plans must include a description of how the institution addresses cultural diversity among its student, faculty, and staff populations; how the institution plans to further enhance diversity; and a summary of resources needed to recruit and retain a culturally diverse student body. Each institution must submit an annual progress report to the Maryland Higher Education Commission (MHEC) regarding the implementation of its plan. MHEC reviews these progress reports to monitor compliance with diversity goals established in the State Plan for Higher Education. These progress reports are included in Volume II of this report.

Goal 3 of the 2013 Maryland State Plan for Postsecondary Education, *Maryland Ready*, establishes a broad definition of cultural diversity, incorporating a wide range of socioeconomic factors and many different categories identifying populations underrepresented in higher education. Institutional plans address a number of these populations.

While institutions have developed a wide range of strategies to increase diversity on their campuses, several common themes emerge. Recruitment of students from underserved populations has largely involved various forms of outreach to those populations to make them aware of postsecondary educational opportunities. Similarly, recruitment of faculty and staff has largely focused on increasing advertising in venues visible to many traditionally underrepresented individuals and outreach to institutions that serve them. Retention strategies have taken a two-pronged approach: providing additional support to underrepresented populations and creating an environment on campus that results in enhanced awareness of cultural diversity.

In accordance with the goals established in *Maryland Ready*, Maryland's colleges and universities have made a number of strides towards ensuring that diversity is valued and embraced as a fundamental priority in Maryland's postsecondary environment. Maryland colleges and universities continue to utilize and develop new and unique initiatives to enhance cultural diversity on their campuses.

INTRODUCTION

Maryland Education Article §11-406 requires that each public postsecondary institution develop and implement a plan for cultural diversity, including both an implementation strategy and a timeline for meeting goals established by the plan. Plans created in accordance with this statute must include:

- (i) A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- (ii) A description of how the institution plans to enhance cultural diversity, if improvement is needed;
- (iii) A process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. §1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and
- (iv) A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

These plans are submitted annually to the institution's governing board for approval. Each governing board submits a progress report each year to the Maryland Higher Education Commission (MHEC) detailing the institution's implementation of its diversity plan. By statute, MHEC is the state agency responsible for monitoring compliance with the diversity goals of the State Plan for Higher Education.

In addition to satisfying the requirements of §11-406, this report provides an opportunity to monitor key access and success metrics critical to achieving goals articulated in Goal 3 of the 2013 Maryland State Plan for Postsecondary Education, *Maryland Ready*. Goal 3 outlines the state's commitment to diversity and achieving equitable outcomes for all students. *Maryland Ready* establishes a very broad definition of diversity, incorporating "age; cultural identity; disability; ethnicity; family educational history (e.g., first-generation college students); gender identity and expression; nationality; sexual orientation; political affiliation; race; religious affiliation; sex; economic, marital, social, and veteran status; or any other personal attribute included in institutional policies and codes." The majority of diversity plans address each of these populations.

While §11-406 refers only to public institutions, Maryland Education Article §10-211 requires Maryland's state-aided independent colleges and universities to develop and report on programs designed to "promote and enhance" cultural diversity. These reports are submitted each year to the Maryland Independent Colleges and Universities Association (MICUA). While MHEC does not have regulatory oversight for the diversity programs at these institutions, MICUA is required to provide the Commission with an annual status report and an analysis of best practices in place at these institutions.

This report includes two volumes. Volume I includes a description of the types of programs available at public institutions throughout the state focusing on certain aspects of diversity, along with selected highlights of those programs. Volume II contains institutional narratives as submitted to MHEC, presented unedited by Commission staff. This includes the narratives prepared by both Maryland's public colleges and universities and independent institutions and an index categorizing programs by type. Institutional narratives contain a summary of programs offered, a review of program implementation and progress towards the institution's diversity goals, and information regarding the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

INSTITUTIONAL INITIATIVES

Maryland's institutions have developed a wide variety of initiatives to improve cultural diversity on their campuses. In accordance with the requirements established in §11-406, all are designed to "enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff." Institutions have created many programs to increase the representation of minorities on campus, primarily by focusing on recruiting and retaining diverse students, faculty, and staff. Other programs focus on creating positive interactions within a diverse community and creating greater cultural awareness, including initiatives both inside and outside of the classroom.

Underrepresented Student Recruitment and Retention

As noted above, the definition of diversity in *Maryland Ready* is very inclusive. Institutions both in Maryland and nationwide have increased their emphasis on recruiting and retaining many types of underserved populations, including underrepresented minorities, low-income, first-generation, veteran, and other non-traditional students.

Many colleges and universities have focused on outreach as a tool to increase their visibility to these populations. In particular, institutions have utilized strategies such as presentations to high schools with large percentages of target populations, presence at and participation in community events, and increased advertising targeting minority students. Several institutions have created programs specifically focusing on recruiting students from Baltimore City, including the University of Maryland, College Park, Towson University, Morgan State University, and St. Mary's College of Maryland.

Partnerships between institutions also play a substantial role in the recruitment of underrepresented students. Institutions are increasingly attempting to address the academic pipeline, to ensure both that students are prepared for college-level work and are aware of the plethora of postsecondary education opportunities available to them. Many colleges and universities have created partnerships with local middle and high schools to provide services such as enhanced college advising. A number of four-year institutions work together with two-year colleges, particularly those with higher enrollments of students from underrepresented

minorities. These partnerships involve articulation agreements to improve the transfer process and programs that allow for a seamless transition from the two-year to the four-year program. For example, the University of Maryland, Baltimore County (UMBC) has established active partnerships with Montgomery College, Howard Community College, Anne Arundel Community College, and the Community College of Baltimore County to help facilitate reverse transfer for students who transfer without first having received an associate degree, allowing students to apply credits earned at UMBC to the community colleges' degree requirements.

To help reduce concerns regarding the financial aspects of postsecondary enrollment, many campuses stress the availability of financial aid, particularly to low-income and first-generation students. At most campuses, this is facilitated by admissions officers discussing the many financial aid programs available through programs funded by the state and federal government at admissions events. There are also a number of scholarship and financial aid programs offered by institutions that specifically focus on underrepresented minority and low-income students.

Once students are enrolled, they have access to a number of initiatives specifically designed to help increase the success of underrepresented students. Every college and university in the state offers programs targeting minority, low-income, and/or first generation students, and all institutions provide disability support services. A number of these programs are supported through Federal TRIO grants, which fund programs created to identify and serve students from disadvantaged backgrounds. Services provided under these various programs include increased and targeted advising, supplemental instruction, mentoring, and personal and professional development opportunities with the goal of keeping them enrolled and progressing towards graduation.

Underrepresented Faculty and Staff Recruitment and Retention

The primary strategy for increasing representation of minority faculty and staff – at every institution – begins with a recruitment strategy designed to increase diversity in the applicant pool. Colleges and universities advertise in a number of publications targeting diverse constituencies, including *Insight into Diversity*, *Diverse Issues in Higher Education*, *Minority Update*, *Journal of Blacks in Higher Education*, and *Hispanics in Higher Education*. Many schools have enhanced their recruiting efforts at institutions with large numbers of underrepresented minorities enrolled in graduate programs, particularly at historically black colleges and universities and Hispanic-serving institutions. Additionally, institutions continue to work to ensure diversity among those serving on hiring committees. Training is provided to those serving on hiring committees to ensure that members are aware of and compliant with non-discrimination requirements throughout all stages of the hiring process.

Recruitment is only one step in ensuring diversity among the faculty and staff populations, however. Once individuals have been attracted to the institution, campuses have created a number of programs designed to ensure that they will want to stay there, and colleges have

increasingly created programs that emphasize the importance of retaining minority faculty and staff. For example, Maryland's colleges and universities have implemented faculty mentoring programs, increased professional development opportunities, and provided opportunities for faculty and staff to become engaged with co-curricular programming. Many of these programs focus on retaining women in STEM fields, where they remain underrepresented.

Faculty and Staff Cultural Training Programs

All colleges and universities require some form of diversity training during new employee orientations. At most institutions this is accomplished by a module on working within a diverse environment. However, many institutions offer additional training in cultural diversity topics that address topics central to increasing faculty, staff, and student recruitment and retention.

Incorporating diversity and multiculturalism into the classroom environment is a subject that many institutions emphasize in their training offerings. This also includes instruction and/or discussion about the benefits diversity within the educational setting has upon all students' success. As in other areas, these programs tend to have a very broad definition of diversity, consistent with the definition used in *Maryland Ready*. Maryland colleges and universities have provided faculty and staff instruction on a wide array of topics, ranging from identifying, understanding, and responding to mental health illnesses to special issues affecting LGBTQIA students inside and outside of the classroom.

Curricular Initiatives to Promote Cultural Diversity in the Classroom

Today, all Maryland campuses incorporate some form of cultural diversity course requirements into their general education programs. While specific requirements vary by institution, these often include courses in topics such as world history, languages, and social and cultural studies, though not all diversity courses are explicitly labeled as such. Some colleges and universities expect that rather than requiring completion of courses specifically focusing on diversity, all general education courses should incorporate concepts such as the influence of the environment and culture on societies and human behaviors.

Many academic majors also require coursework focusing on diversity issues within the specific field of study. Nursing, medical, dental, and counseling programs throughout the state require coursework and training in culturally competent care. In particular, University of Maryland, Baltimore offers a particularly high number of these courses in response to the licensure requirements for its professional schools.

In addition to coursework focusing on issues within a specific major, many colleges and universities today offer full academic majors or minors specifically focusing on cultural diversity. These interdisciplinary programs draw upon a wide array of fields, such as sociology, political science, languages, and history, to investigate issues related to populations often underrepresented both in higher education and in the general population. The University of

Maryland, College Park operates a number of these types of programs, offered through nearly twenty different academic departments.

Study abroad opportunities have begun to play an increasingly prominent role in college and university efforts to promote cultural diversity. Study abroad can give students and faculty increased exposure to and awareness of diverse cultures, supporting the institutional goal of creating a welcoming environment on campus. Many of Maryland's colleges and universities have worked with faculty to assist them in creating faculty-led programs for study abroad. A number of other venues for study abroad are also offered, such as direct enrollment in campuses abroad, participation in campus programs abroad, or participation in structured independent study abroad programs. For example, the Community College of Baltimore County operates an Alternative Break program allowing students an opportunity to perform service for a week of summer or entire spring break outside of their community, interacting with different cultures and gaining a greater understanding of cross-cultural differences. They have worked in Maine, South Dakota, Puerto Rico, Costa Rica, and Honduras. Other institutions have also substantially increased outreach and promotional efforts designed to increase student participation in study abroad, utilizing methods such as holding Study Abroad Days and campus presentations.

Co-curricular Programming for Students, Faculty, and Staff

Co-curricular programming at Maryland colleges and universities provides faculty, staff, and students opportunities to share aspects of their culture with others on their campus and to increase their exposure to other cultures. Every campus offers programming centering on topics such as religious or ethnic diversity. Institutions have also developed programs that focus specifically on unique and underrepresented populations, both to increase student, faculty, and staff cultural awareness and to make members of those populations aware of resources that might be available to them on campus. A large number of campuses use events such as World AIDS Day or Pride to educate, celebrate, and inform.

There are also many campuses that offer discussion series and workshops focusing on a wide variety of topics. A particularly popular topic this year revolved around the Freddie Gray case in Baltimore, examining the incident and the subsequent unrest and the complex interactions between crime, poverty, and unemployment. There are also a number of campuses offering workshop series and speaker series that focus on multiple aspects of diversity, such as world history, African-American culture, or LGBTQIA issues.

In addition to these types of programs, Maryland colleges and universities host a wide variety of cultural events, including dance, music, theatre, and art. As these events are typically open to the public, they provide an opportunity to expose both students and the broader local community to cultures other than their own. They also provide a chance for colleges and universities to engage with the local community and afford institutions with additional ways by which to increase their visibility. These are advertised throughout the surrounding community.

CONCLUSION

Institutions continue to develop new and unique initiatives designed to increase cultural diversity on their campuses. Programs have been designed to help recruit and retain minority faculty, students, and staff. Additionally, institutions have utilized a number of curricular and co-curricular methods to foster and maintain a welcoming and inclusive environment on campus, consistent with diversity goals described in *Maryland Ready*.



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Program Index

This Volume contains the complete texts of reports submitted to MHEC by the sixteen community colleges, thirteen public colleges and universities, and the Maryland Independent Colleges and Universities Association, which represents Maryland's fifteen state-aided colleges and universities.

As noted in Volume I, there are several common types of programs that Maryland's colleges and universities use to increase diversity on their campuses. These seek to create diverse institutions by both recruiting and retaining more students, faculty, and staff from underrepresented populations and fostering an inclusive campus environment. Readers may use this index to identify programs of interest in the attached institutional reports.

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COMMUNITY COLLEGES

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY ACADEMIC YEAR 2014-2015

Dr. Cynthia Bambara, President

Board of Trustees:

Kim Leonard, Chair

Jane Belt, Vice Chair

Victor Raul Felipa, M.D.

Joyce K. Lapp

John J. McMullen, Jr.

James J. Ortiz

Barry P. Ronan

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Introduction

Plan to Improve Cultural Diversity

Efforts to Increase the Numerical Representation of Traditionally Underrepresented Groups

Efforts Designed to Create Positive Interactions and Cultural Awareness

Other Initiatives

Reporting of Hate-Based Crimes

INTRODUCTION

Allegany College of Maryland is a Middle States accredited public community college nestled in the Allegheny Mountains of Western Maryland. Its main campus is located within the city of Cumberland, but Allegany College of Maryland is a multi-campus institution of higher education, and has sites in downtown Cumberland (the Gateway Center), Bedford County in Pennsylvania, and Somerset County in Pennsylvania. ACM serves a four-state region including Maryland, Pennsylvania, West Virginia, and Virginia; our students hail from all corners of the United States, and we have a growing cadre of international students. An open enrollment college, Allegany College of Maryland admits anyone* at least sixteen years of age. ACM's educational programs are as diverse as its student population; we offer credit and continuing education programming, including numerous specialized, allied health and technical programs, with transfer options as well as certificates and associate degrees. Our credit program educates more than 3,000 traditional and non-traditional students each year, and our continuing education program educates more than 10,000 local citizens and business partners.

*Exception: our Safety Risk Policy permits the College to deny a person who has a history of dangerous behavior.

MISSION STATEMENT

Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch.

CORE VALUES

Respect We foster dignity and worth.

Integrity We promote honesty and trust.

Opportunity We provide innovative choices.

Wellness We promote healthy lifestyles.

Quality We improve through assessment.

PART 1

A summary of the institution's plan to improve cultural diversity.

- *Major goals, areas of emphasis and strategy for implementation*
- *How progress is being evaluated. Where progress has been achieved and areas where continued improvement are needed.*

INITIATIVES (FY2015)

Each year, the College develops a list of specific goals for the upcoming academic year; we call these goals "Annual Initiatives". The theme for the College's ANNUAL INITIATIVES 2015 was ***Promoting a "Learner Centered" Culture: Placing Students and Their Success at the Center of Everything We Do.***

The FY2015 Initiatives were informed by Feedback from open forums with employees and students; Feedback from employee engagement/satisfaction survey; Planning sessions and interviews with the Board of Trustees; Planning sessions with President's Staff; President's Advisory Team meetings and feedback; Personal interaction and discussions with other internal and external College stakeholders; COMAR/MHEC/Middle States Requirements; Pertinent College data; AACC Conferences, Research and Reports; Center for Community College Student Engagement Research; and Other current critical trends and issues affecting community colleges and higher education.

Initiatives that support or promote diversity (including means to attract and retain underrepresented students and/or other diverse populations):

- 1.) Seek new marketing mediums to promote the College and its academic programs.
Final Update: Marketing staff reviewed reports from the Fall 2014 Semester listing both applied and registered students' high school information. These reports assisted in determining twenty additional high schools within Maryland, Pennsylvania, and West Virginia that have potential of being added to the College's recruitment territory. Press kits were hand-delivered during spring 2015 through scheduled meetings with a guidance counselor at each high school. In addition, businesses in Allegany, Bedford, and Somerset counties have been identified as local employers, who may have employees looking to further their education. Individual meetings were and/or will be scheduled with a Human Resource representative at each company to hand-deliver a press kit containing information on the College's credit programs by the end of the fiscal year.
- 2.) Increase the opportunity for Pennsylvania Campus students to participate in co-curricular activities at all campuses.
Final Update: Funding for technology needed to deliver presentations to PA is not available. Some faculty members take their students to special events at the Cumberland Campus when possible. Students from all campuses are welcome at all events held on the Cumberland campus. Welcome back events have been coordinated at all three campuses so the students at the PA campuses can enjoy food and a fun activity. Also, The Democracy Commitment held a deliberative dialog on "The Future of Higher Education" at the Somerset campus in Spring 2015 and plans to host another at the Bedford campus in FY16.
- 3.) Examine opportunities to strategically utilize scholarship funding provided by the Cumberland Foundation to maximize access, revenue, and FTE.
Final Update: A variety of initiatives have taken place to support students. The Foundation Opportunity Scholarship Funding has been developed to provide the Office of Student Financial Aid with resources to provide immediate support to students with documented need. The Allegany County Opportunity Scholarship has also been developed to support credit students and workforce development students. In addition, funding was provided to early college students in Somerset County to replace EITC funding. Emergency tuition and book funding requests are also reviewed on regular basis to ensure that the immediate and unexpected needs of students are met.
- 4.) Counseling services
 - Provide three Mental Health First Aid ® training opportunities for faculty and staff.
Final Update: Classes were scheduled in August, September, and January. These classes were promoted via email and All College meetings. The August class was reserved for ACM employees who, by virtue

of their job responsibilities, would naturally be “first responders” in a mental health crisis; twelve employees were certified as mental health first aiders ®. Due to low enrollment, the September class was rescheduled to February. The January and February classes were open to any interested employee; combined, seventeen employees were certified. Each employee received an “ALGEE [koala]” sticker to post on his/her door or visible location so persons in distress know who can help. A team page was created in the college’s portal for the posting of information and sharing information, and the list of qualified employees with their contact information was created and distributed upon request. More classes will be scheduled in FY16.

- Identify and contract with a new counseling partner to provide on-site services approximately 10 hours per week.

Final Update: A detailed contract was crafted during summer 2014 and advertising for a contract partner occurred in late July. Qualified and interested mental health professionals were invited to submit a letter of interest and resume; a small group of faculty and staff reviewed the submissions in August and created a list of interview questions. Three candidates were selected for interviews with two finalists. At the conclusion of the process, Lorrie Dunn, LCSW-C was selected; upon execution of the contract and successful background check, Ms. Dunn began work on November 4, 2015. The availability of this service was promoted to faculty, staff, and students via brochures, email, and All-College meetings. The first few weeks, she focused on being introduced to faculty, staff, and students as well as promoting the on-site program. During the contract term (11/4/14-5/8/15), she provided services to 23 people with a total of 46 contacts. Her contract will be renewed in FY16.

Assessment Report

<i>Assessment period:</i>	11/3/14 – 5/8/15
Number of people seen:	23
Number of total contacts	46
	(8 in Fall; 38 in Spring)
Number of people <i>out of crisis</i> after contact	23
Number of people who required transport to hospital	0
Number of females:	21
Number of males:	2
Local / Housing students (ie., primarily minority students)	Not counted but estimate majority housing students ¹
Number of employee email inquiries ²	9
Number of student email inquiries	5
Effective schedule	Yes
Satisfied with contract terms	Yes

¹ Possible reasons: promotion of service by Residence Life Staff, proximity of Diversity Center to key offices serving housing students, greater need, coincidence

- Register with College Response ® to offer online screening for mental health issues.

Final Update: Registration was completed on November 4, 2015. The availability of this service was promoted to faculty, staff, and students via brochures, email, and All-College meetings. To date, 22 students have completed the free online screenings and received automatic referrals where indicated by the screening results. This service will be renewed in FY16.

- 5.) Develop and submit a grant proposal for the 2014 TRIO Student Support Services competition to continue and/or enhance the services provided through the Pathways for Success program. (This program serves the following population: low income students, first generation college students, and/or students with disabilities.)

Final Update: The grant program was announced in December 2014 with applications due by February 2, 2015. A comprehensive proposal was prepared and submitted to continue this program, with funding news expected during the summer 2015. (Summer 2015 announcement: Approved and funded for five more years.)

- 6.) Identify and prioritize policies to revise in the HR manual.

Final Update: Much of the HR manual was reviewed internally and re-written for clarity and grammar. Actual policy revisions did not occur, but certain areas were recommended for review / action by (the now

defunct) APT to flow through the governance process. A Maryland based legal firm (Miles and Stockbridge) specializing in HR was engaged to help ACM plan for an early retirement program, review employee discipline and appeal processes and on work force attrition – with the understanding that eventually (FY16) the firm would review the ACM HR manual.

- 7.) Partner with other educational entities when possible to secure grant funding to support instruction.

Final Update: Grants have been developed and partnerships formed for cooperative grant projects throughout the state and region. For example, ACM was part of a statewide initiative on an IT/Cybersecurity project, which was funded at over \$800,000. The College has also partnered on several local projects. For example, a grant from the Maryland Higher Education Commission will fund “Project Jump Start,” a College Preparation Intervention grant proposal.

- 8.) Implement the first year of the Western Maryland IT Center of Excellence project.

Final Update: The Western Maryland IT Center of Excellence experienced a robust year of partnerships, incumbent worker trainings, and job preparation trainings in the areas of essential skills development and student internships. To date, the Center has 21 partners, half of which are regional Information Technology employers. Since July of 2014, the Center has trained 55 individuals in various fields of information technology and has connected 22 students to the Center’s employer partners to complete information technology internships. The Center has applied for additional EARN funding from the State of Maryland to expand training and partnership opportunities. In aligning with the college’s goal of community collaboration, partner with the City of Cumberland to submit and review results of feasibility study for a business incubator in Allegany County.

- 9.) Explore ideas on how to expand the Kids in College program at the Cumberland Campus.

Final Update: In the fall semester, marketing staff met with staff from the continuing education divisions to discuss plans to increase the number of “Kids in College” type programs for summer 2015. Personnel with continuing education are currently looking into regulations set by MHEC and DHMH for offering multiple kid-centered programs. Planning will continue once specific requirements are known.

- 10.) Examine the ways in which mobile technologies could be used.

Final Update: Mobile technology has been discussed at various levels campus wide over the past year. For service to students and faculty - ten iPads were purchased and distributed to enhance the student’s learning experience. The effort has been successful, generally well received and highlighted the need for a strong professional development program that requires a strong wireless network infrastructure. As to mobile devices used by staff, IT staff have activated syncing capabilities through a pilot program to a small group of administrators and technicians. The expectation is to have “active sync” and its related security policies and virus protections in place for all staff by the fall of 2015.

- 11.) Upgrade the wireless network infrastructure college-wide.

Final Update: \$223k of funds were approved by the BOT to be transferred from the Bookstore Fund to pay for new switches and other equipment to stabilize and enhance the wireless network. Five buildings have been fitted, the other four later in summer, 2015.

INFORMAL GOALS

- 1.) Develop a means of communicating important information directly with students who live off-campus but are not Allegany County natives. This goal was not achieved.
- 2.) Solicit updates for the FY15 Progress Report more efficiently to maximize campus-wide input. This goal was achieved by direct outreach to every college employee in early May 2015.

DIVERSITY COMMITTEE

In April 2015, the Diversity Committee was added as a Special Standing Committee for the College, beginning in the 2015-2016 academic year. The objectives for this committee are:

- Review and work with college community to recommend goals for improving diversity in the workforce, instructional affairs, and student services.
- Assist in the development and support the college’s annual reports relating to diversity.

- Plan and/or recommend diversity programming for the college community to promote and advocate inclusiveness.
- The Diversity Committee should be representative of a diversified community (ie, race, color, religion, sex, national origin and sexual orientation) to include, but not limited to, individuals from the following specialties: Willowbrook Woods student resident, student, Student & Legal Affairs, Human Resources, Associate Support Staff, Faculty, Professional Support Staff.

COMMITMENT TO NON-DISCRIMINATION

Allegany College of Maryland's plan to improve cultural diversity is rooted in our ongoing commitment to providing an educational environment free from all forms of discrimination; to communicate that commitment to students, faculty, staff, and members of the public, all College publications include the following statement:

Allegany College of Maryland does not discriminate against students or prospective students for reasons of race, sex, color, religion, national or ethnic origin, age, veterans status, conditions of disability, or sexual orientation in admission, educational programs and activities, scholarship and loan programs, or any terms and conditions of enrollment. The College complies with applicable state and federal laws and regulations prohibiting discrimination.

DEFINITION OF DIVERSITY Adopted by the Diversity Task Force in Spring 2005:

Allegany College of Maryland educates students from all walks of life, and we appreciate the richness that differences in cultures, ideas, backgrounds, and dreams bring to our learning environment. "Diversity is "otherness" or those human qualities that are different from our own, [are] outside the groups to which we belong, yet are present in other individuals or groups."

CENTER FOR DIVERSITY & STUDENT ENGAGEMENT / STUDENT LIFE

Another ongoing feature of Allegany College of Maryland's diversity commitment is the existence and easy availability of the **Center for Diversity and Student Engagement**, located between the Student Life Office and the Residence Life Office. This space is dedicated to use by students, faculty, and staff for a wide variety of purposes including group meetings, outreach, education/event planning, and more. **All** students are urged to (1) use the Center for diversity-oriented activities, (2) befriend students who are different from you, (3) attend Center-sponsored events and (4) volunteer to help with Center programming.

The Diversity Center is operated under the leadership of the **Director of Student Life**, who also collaborates closely with the following essential groups: Residence Life, Democracy Commitment, and several student clubs (eg., NAACP, Peace Studies Club, and P.R.I.D.E.) who are dedicated to promoting diversity themed events and programs to students, faculty, and staff. A complete list of events and programs is provided in Part 3 below.

EVALUATION OF PROGRESS

No formal assessment methods regarding Cultural Diversity have been developed to date. Allegany College of Maryland is undergoing a comprehensive review of its assessment and planning throughout FY16; this review will include all areas of the College.

PART 2

A description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff and faculty

- *Detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Both campus-wide and program specific*

DEMOGRAPHIC DATA

The charts below highlight the race/ethnicity in our local community (2013) and among our student body (5 years). As you can see, Allegany College of Maryland has grown in its representation of minorities in the student body and has exceeded the local population minority population percentage.

Race/Ethnicity	Allegany County	
Total Population	74394	
White	65519	88.1%
2 or more races	1061	1.4%
Hispanic	1125	1.5%
Black or African American	5873	7.9%
American Indian/Alaska Native	107	0.1%
Asian	628	0.8%
Native Hawaiian/Other Pacific Islander	45	0.1%
Non-white	8839	11.9%
Source: 2013 Census Population Estimates (ACS)		

Student racial/ethnic distribution	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
a. Hispanic/Latino	1.3%	0.7%	0.2%	1.4%	1.5%
b. Black/African American only	7.7%	9.0%	10.4%	10.3%	10.6%
c. American Indian or Alaskan native only	0.1%	0.0%	0.2%	0.2%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%	0.1%
e. Asian only	0.4%	0.4%	0.4%	0.4%	0.3%
f. White only	87.4%	87.1%	84.3%	83.7%	83.0%
g. Multiple races	0.8%	0.3%	1.0%	1.3%	1.5%
h. Foreign/Non-resident alien	0.9%	0.9%	1.0%	1.1%	1.3%
i. Unknown/Unreported	1.3%	1.5%	1.2%	1.7%	1.8%
% Minority	11.3%	11.4%	13.3%	14.8%	15.3%
Source: Allegany College of Maryland Performance Accountability Report 2015					

STAFF AND FACULTY RECRUITMENT AND RETENTION

In order to recruit and retain a highly qualified faculty and staff, Allegany College of Maryland utilizes its website, as well as local newspapers, regional newspapers and national publications, such as The Chronicle of Higher Education and Inside Higher Ed to advertise open faculty and staff positions. According to the most recent data available (Fall 2014), ACM's minority population among employees was 3% of full time faculty and 2% of professional/administrative staff. The President and Institutional Research Director conducted an internal employee satisfaction survey in Fall 2012, 2013, and 2014 as a strategy to obtain the Chronicle of Higher Education's designation as a Great College to Work For to enhance recruitment and retention; that survey was first conducted in Spring 2015. Additionally, since wages have been a challenge regionally in attracting job candidates, the President and Vice President of Finance developed and continue implementing a five year salary plan.

STUDENT RECRUITMENT

Allegany College of Maryland's Marketing department actively recruits at 75 high schools in Maryland, Pennsylvania, and West Virginia. We also attract students from other states and countries who are interested in specific programs that are available here, as well as student athletes who are actively recruited by our Athletics department.

INITIATIVES (FY2015)

As referenced in Part 1, the following Initiatives support or promote diversity, including means to attract and retain underrepresented students and/or other diverse populations:

- 1.) Seek new marketing mediums to promote the College and its academic programs.
Final Update: Marketing staff reviewed reports from the Fall 2014 Semester listing both applied and registered students' high school information. These reports assisted in determining twenty additional high schools within Maryland, Pennsylvania, and West Virginia that have potential of being added to the College's recruitment territory. Press kits were hand-delivered during spring 2015 through scheduled meetings with a guidance counselor at each high school. In addition, businesses in Allegany, Bedford, and Somerset counties have been identified as local employers, who may have employees looking to further their education. Individual meetings were and/or will be scheduled with a Human Resource representative at each company to hand-deliver a press kit containing information on the College's credit programs by the end of the fiscal year.
- 2.) Examine opportunities to strategically utilize scholarship funding provided by the Cumberland Foundation to maximize access, revenue, and FTE.
Final Update: A variety of initiatives have taken place to support students. The Foundation Opportunity Scholarship Funding has been developed to provide the Office of Student Financial Aid with resources to provide immediate support to students with documented need. The Allegany County Opportunity Scholarship has also been developed to support credit students and workforce development students. In addition, funding was provided to early college students in Somerset County to replace EITC funding. Emergency tuition and book funding requests are also reviewed on regular basis to ensure that the immediate and unexpected needs of students are met.
- 3.) Develop and submit a grant proposal for the 2014 TRIO Student Support Services competition to continue and/or enhance the services provided through the Pathways for Success program. (This program serves the following population: low income students, first generation college students, and/or students with disabilities.)
Final Update: The grant program was announced in December 2014 with applications due by February 2, 2015. A comprehensive proposal was prepared and submitted to continue this program, with funding news expected during the summer 2015. (Summer 2015 announcement: Approved and funded for five more years.)
- 4.) Partner with other educational entities when possible to secure grant funding to support instruction.
Final Update: Grants have been developed and partnerships formed for cooperative grant projects throughout the state and region. For example, ACM was part of a statewide initiative on an IT/Cybersecurity project, which was funded at over \$800,000. The College has also partnered on several local projects. For example, a grant from the Maryland Higher Education Commission will fund "Project Jump Start," a College Preparation Intervention grant proposal.
- 5.) Implement the first year of the Western Maryland IT Center of Excellence project.
Final Update: The Western Maryland IT Center of Excellence experienced a robust year of partnerships, incumbent worker trainings, and job preparation trainings in the areas of essential skills development and student internships. To date, the Center has 21 partners, half of which are regional Information Technology employers. Since July of 2014, the Center has trained 55 individuals in various fields of information technology and has connected 22 students to the Center's employer partners to complete information technology internships. The Center has applied for additional EARN funding from the State of Maryland to expand training and partnership opportunities. In aligning with the college's goal of community collaboration,

partner with the City of Cumberland to submit and review results of feasibility study for a business incubator in Allegany County.

- 6.) Explore ideas on how to expand the Kids in College program at the Cumberland Campus.

Final Update: In the fall semester, marketing staff met with staff from the continuing education divisions to discuss plans to increase the number of “Kids in College” type programs for summer 2015. Personnel with continuing education are currently looking into regulations set by MHEC and DHMH for offering multiple kid-centered programs. Planning will continue once specific requirements are known.

PART 3

A description of efforts designed to create positive interactions and cultural awareness among students, faculty and staff on campus.

FACULTY AND STAFF CULTURAL TRAINING PROGRAMS

Faculty and staff are invited to participate in all cultural programming sponsored by the Student Government Association as well as student clubs, which includes speakers and interactive events that focus on diversity issues. In FY15, Allies for Inclusion: The Ability Exhibit ©, several documentaries, discussions, and programs were held on campus that focused on issues, such as race and disability awareness. They are detailed below. Additionally, beginning in Spring 2015, all employees who are deemed supervisors were required to participate in trainings which included ethics and harassment. The ethics module included directives to follow institutional policies (eg., non-discrimination) and highlighted the key values of ethics: integrity, loyalty, **respect**, accountability, **fairness**, and responsibility (emphasis added). The harassment module specifically included diversity content, enforcing policies (eg., non-discrimination), and the inherent benefits of diversity in the workplace.

CURRICULAR INITIATIVES THAT PROMOTE CULTURAL DIVERSITY IN THE CLASSROOM

As part of the Student Learning Assessment Master Plan, the General Education Goals were revised in Spring 2013. Two of the seven goals specifically refer to increasing student's understanding of cultural diversity. Goal 6 – Personal and Civic Responsibility states that students will explore and develop understanding for oneself and others, the community, and other cultures, and engage with issues of local, national, and global significance. Goal 7 – Arts and Humanities Inquiry states that students will explore and interpret expressions of human ideals, values, and creativity across cultures.

The following information was taken from the General Education Assessment – Spring 2014 - Personal & Civic Responsibility document.

“39 student artifacts were reviewed by the General Education [committee?] at the end of the Spring 2014 semester. Each artifact was initially reviewed by two unique reviewers and then a third if the original two did not have identical scores. Artifacts were reviewed in the categories of Personal Awareness, Cultural Awareness, and Engagement with Issues using a scale ranging from Highly Proficient (coded as ‘3’ for analysis) to Limited/No Proficiency (coded as ‘0’ for analysis). Review of artifacts was conducted in a blind methodology; the Office of Institutional Research masked student names and other identifying information on each artifact. Once review of the artifacts was completed, the scores were entered into Microsoft Excel by the Office of Institutional Research for analysis. Proficiency in each category was determined by averaging the scores of all reviewers for an artifact. Average scores greater than or equal to 1.5 were considered proficient for the purposes of this analysis.

Results

Unduplicated	Student Count	%
Students with 0 Proficiencies	8	20.5%
Students with 1 Proficiencies	14	35.9%
Students with 2 Proficiencies	14	35.9%
Students with 3 Proficiencies	3	7.7%

Duplicated	Student Count	%
Proficient in Personal	21	53.8%
Proficient in Cultural	8	20.5%
Proficient in Engaged	22	56.4%

Average Personal Score	1.53
Average Cultural Score	0.96
Average Engaged Score	1.46

Only three student artifacts were considered by the reviewers to be proficient in every area. Over 55% of the artifacts were proficient in one or fewer categories. Cultural Awareness was by far the least proficient area for reviewed student artifacts at 20.5%. Over half of the artifacts achieved proficiency in the other two categories. The graphs which follow show the distribution of all reviews generated. On a positive note, there are comparably few scores of ‘Limited/No Proficiency.’”

CCSSE RESULTS

According to the results of the 2014 Administration of the Community College Survey of Student Engagement, which was completed by students at Allegany College of Maryland, when asked to report how often they had serious conversations with students of a different race or ethnicity other than your own, 37.4% responded “often or very often”, 33.8% responded “sometimes”, and 28.7% responded “never”. When asked if they had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values, 40.3% responded “often or very often”, 36.3% responded “sometimes”, and 23.4% responded “never”.

Item 3: In your experiences at this college during the current school year, about how often have you done each of the following?			
	Responses	Count	Percent
4s. Had serious conversation with students of a different race or ethnicity other than your own	Never	122	28.8%
	Sometimes	143	33.7%
	Often	81	19.1%
	Very Often	77	18.2%
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.	Never	98	23.4%
	Sometimes	152	36.3%
	Often	101	24.1%
	Very Often	68	16.2%

CO-CURRICULAR PROGRAMMING FOR STUDENTS

STUDENT CLUBS

Allegany College of Maryland, through its Student Government Association, recognized 31 Student Clubs in FY 15. One club, the NAACP Student Club regained “active” status in the Fall 2014 semester and continues to be an active club on campus.

Other active clubs that promote diversity include the Christian Fellowship Club, Choir, NAACP Student Club, Neo-Beats, Nurse’s Christian Fellowship Club, Peace Studies Club, Pure Elegance Dance Team, Tutoring Club, Veteran Support Club, Volunteer Club, and 17 academic-related clubs and honor societies. (One club is currently inactive: Heifer International; this group can regain “active” status by submitting a member update form which demonstrates student interest in participating.)

The Director of Student Life and members of the Student Government Association (SGA) utilize local, state and national presenters/agencies to provide programs to the College community. Beginning in 2013, the Director of Student Life and a small group of students from SGA have attended the National Association of Campus Activities conferences in the Fall and Spring semesters to select various speakers, novelty events, and performers to bring to campus. During this time, the Director of Student Life also attended the national ACPA Conference and was able to schedule The Ability Exhibit and speaker, Sam Offer to come to campus during the Fall 2014 semester.

In October 2015, Allegany College of Maryland hosted a Student Leadership Conference, which was attended by students from other Maryland Community Colleges. This conference featured sessions, activities, and speaker, Sam Offer from the Washington Consulting Group. Students were able to interact with other student leaders to share ideas for programs and leadership skills.

In FY15, the following programs were presented and were open to all students, faculty, staff, and community members.

- **Kyshona Armstrong** – An R&B/Soul Singer/Songwriter performed on campus.
- **Allies for Inclusion: The Ability Exhibit©** - a traveling exhibit designed to promote the inclusion of people with disabilities through respect for others, comfort during interactions, and awareness of disability issues.
- **Veteran's Day Events** - Honor and Recognition Ceremony was held and stars with veterans' names hung in College Center windows (sponsored by Student Government Association).
- **Dr. Martin Luther King Jr. Celebration** – During the day, a passive program included the showing of several videos relating to Dr. King as well as a visual timeline display of his life and important events in history. In the evening, an event was hosted by Allegany College of Maryland, the NAACP Student Club, and the Allegany County NAACP Branch 7007 that included singers, musicians, and a presentation by Allegany County NAACP Branch President, Mrs. Carmen Jackson, sharing personal remembrances of Dr. King.
- **Black History Jeopardy** – A program put on by the NAACP Student Club, focused on Black History trivia.
- **Wereth 11** – A film about eleven African-American soldiers of the 333rd Field Artillery Battalion brutally executed by SS troops after the artillerymen had surrendered. A discussion with T.J. Coleman of the Aubrey Stewart Project followed the film.
- **Dear White People** – A film that addresses racism on campus through comedy and satire.
- **NAACP Racism Conversation** – A discussion led by the NAACP Student Club about racism and other subtopics involving discrimination and prejudice in our society.
- **Def Poetry Grand Slam** – Presentations of original poetry featuring DC spoken word artist Jusme.
- **Baltimore Dialogue** - A discussion surrounding the protests in Baltimore regarding Freddie Gray.
- **Women of Character, Courage and Commitment** – Kate Campbell Stevenson, performed a historical portrayal of Alice Paul and Eleanor Roosevelt during this event, which also honored local women leaders from the community. Information about women's organizations and issues was also available.
- **The 3rd annual Save the World Fair** highlighted how our students are involved through their curriculum to make a difference in the community.
- The annual **Focus on Women Awards** were once again incorporated into the all-college **Student Award Ceremony** where numerous other programs and achievements by deserving students are recognized (eg., Service to Children Award (Education), Outstanding Spanish Student Award, Outstanding Female and Male Student-Athlete Awards). Seven women were chosen and recognized this year.
- For the fourth year, Allegany College of Maryland continues to sponsor a local **AA** group which uses classroom space at no charge.
- Co-sponsored programs for the College's Democracy Commitment, which included events surrounding the themes, "Hungry for Democracy". See below for a detailed list of these activities

THE DEMOCRACY COMMITMENT COMMITTEE

The Democracy Commitment is a national initiative for the development of civic learning and democratic engagement among America's community college students. The Democracy Commitment at Allegany College of Maryland began in the spring of 2011. Allegany College of Maryland's president, Dr. Cynthia Bambara, attended the launch of The Democracy Commitment at The New York Times in November 2011 making ACM one of the first 100 community colleges nationwide to be a part of this movement.

The Democracy commitment will provide a national platform for the development and expansion of programs and projects aiming at engaging community college students in civic learning and democratic practice. The goal of the project is to see that every graduate of an American community college receives an education in democracy." <http://www.allegany.edu/x1799.xml>

A campus committee, consisting of faculty, staff and students offers co-curricular presentations and activities/events throughout the year. ACM has gained local and national recognition for the activities and our presentations were mentioned as example programs at the national conference. A "quick link" was added to the College's homepage for easy access by any interested person, and Democracy Commitment activities continued with great vigor throughout the FY15 year.

Fall 2014 events “Hungry For Democracy”:

- Democracy Wall
- Campus Conversations – See below.
- “A Place at the Table” – A documentary about hunger and how it poses serious economic, social and cultural implications for our nation.
- Helped with a Food Drop at a local Food Bank.
- “The Line” – A documentary highlighting four Americans and their struggles with poverty and hunger.
- Democracy Cafés – Informal round-table discussions based on Social Justice, Political & Civic Engagement, and Current Event Topics. Topics for the Cafés included Gender Identity, Recycling, Ebola, Stereotyping and a session where students could come up with their own topic.
- Bridges Out of Poverty – An all-day workshop that was co-sponsored by Allegany College of Maryland, the Western Maryland Health System Pastoral Care Department, and The Community Wellness Coalition. The focus was to provide educators, service providers and the community with an understanding of how differences in economic backgrounds can affect opportunities for success and how organizations and schools can develop strategies that can support “bridges out of poverty”.

Spring 2015 events “Lights, Camera, Civic Action”:

- “Eyes on the Prize II: Two Societies” – A documentary recounting the fight to end decades of discrimination and segregation.
- “Dear White People” - A film that addresses racism on campus through comedy and satire.
- Book Discussion – Civic Provocations, was read and discussed by those interested. It was open to the entire College community.
- “Every 2 Seconds” – A documentary about hope, inspiration, and each person’s potential to make a difference.
- Women of Character, Courage and Commitment – Kate Campbell Stevenson, performed a historical portrayal of Alice Paul and Eleanor Roosevelt during this event, which also honored local women leaders from the community. Information about women’s organizations and issues was also available.
- Campus Conversations – See below.
- Save the World Fair - highlighted how our students are involved through their curriculum to make a difference in the community.
- Democracy Cafés – “Talking ‘White’ vs. Talking ‘Black’”, The Struggles of Coming Out, STD & Student Health Awareness, Marijuana – For or Against,

CAMPUS CONVERSATIONS

A continuation of an initiative to promote engagement by faculty, staff, and students, Campus Conversations, a program series sponsored by the Democracy Commitment Committee of dedicated topics of interest across all campuses were once again held on campus in both the Fall and Spring semesters. Topics for this year’s conversations included: “America’s Future: What Should Our Budget Priorities Be?” (held on the Cumberland Campus) and “The Future of Higher Education”(held on the Somerset Campus).

CONTINUING EDUCATION – HEALTH & HUMAN SERVICES

Continuing Education’s Health & Human Services unit offered the following professional and public trainings in FY15.

- **Cultural Competence for Massage Professionals** teaches awareness and sensitivity to cultural differences.
- **Ethical Practice: The Necessity for Awareness and Self and Unconscious Biases in Clinical Practice** encourages self-reflection on a variety of person biases for social workers.
- **The Gray Blues** promotes addresses societal and cultural attitudes that contribute to the lack of diagnosis and treatment of depression in older adults.
- **Bridges Out of Poverty** focused on developing an understanding of cultural differences in socioeconomic groups.

HOMELESS RESOURCE DAY

Allegany College of Maryland provided space for Homeless Resource Day sponsored by the Allegany County Department of Social Services in early September 2014. Local agencies and vendors participate and provide a wealth of direct services to community members who have been identified as homeless and invited to the event. Services include: Flu shots, Tetnus Shots, HIV Testing, Legal Services, Adult Education information and intake, ACHD Behavioral Health Intakes, Addictions Intakes, Housing intakes by agencies including HRDC and the YMCA, Job Services, Veterans Services, Clothing Closet, Free Birth Certificates (if born in MD), Free Photo ID if they can get their Birth Certificate, Information on STD, Breast, and Cervical Cancer, and Colo-rectal screening, Assistance with Health coverage, Allegany Health Right (Vision and Dental), and transportation information. The event includes pick up points all over the county to make sure the guests can attend, and the event usually serve between 80 and 100 people.

PART 4

Other initiatives that are central to the cultural diversity plan that are not captured in Sections 2 and 3.

NEW STUDENT ORIENTATION

In the Fall of 2014, Allegany College of Maryland hosted 15 New Student Orientation Sessions. One of these 15 sessions was advertised as a session specifically for our student veterans or dependents of veterans. Our Veterans Certifying Officer for the College was present, as well as the advisor for our Veterans Support Club (a student club for ACM student veterans) to share information with our student veterans about services available to them to help them be successful at the College. Of the students that selected and attended this session, none attending were veterans or dependents of veterans. Efforts are ongoing to identify ways to increase participation by our student veterans and dependents of veterans on campus.

RESIDENCE LIFE

Allegany College of Maryland offers on-campus, garden style apartments for 236 full time credit students of all socio-economic classes (largely low income and first-generation college students), races/ethnicities (50+% black/African-American, several international students, and several for whom English is not their primary language), geographic roots (mix of students from Maryland's metropolitan region and rural, multi-state locations), and college-preparedness (a significant number of residents take at least one developmental course and numerous residents are enrolled in highly competitive/demanding allied health programs).

Age is one of the least [obviously] diverse demographic, with a super-majority of residents being aged 18-21 and several residents in their mid-twenties. For legal reasons, Willowbrook Woods does not admit minors unless certain exception criteria are met, and both the student and the parent(s)/legal guardian(s) sign a waiver. Since Residence Life Staff has never surveyed residents about religious beliefs or sexual orientation (and does not elicit that information on the housing application), that demographic is unknown; however, each year local church buses transport groups of residents to their Sunday services, and many residents are openly gay. Furthermore, while candles (and other flame-producing items) are banned from Willowbrook Woods, students whose religious beliefs require the use of candles for observances are permitted (with advance, written notice) to use candles for that singular purpose.

Willowbrook Woods was again full this year and, in fact, received 397 new applications in addition to the 136 FY14 residents who were eligible to return. The application packet includes two pages of questions and short essays; since Residence Life values a highly diverse living/learning community, the questions are partly designed to both inform interested prospective students about the community and to identify any particular preparation/education needs of the new residents.

15. Have you ever been friends with someone from a different race? Yes/ No
16. Have you ever been friends with someone from a different country? Yes /No
17. Have you ever been friends with someone who spoke a different language? Yes/ No
18. Have you ever been friends with someone who had a disability? Yes /No
19. Have you ever been friends with someone from a different religion? Yes/No
20. Have you ever been friends with someone from a different culture or lifestyle? Yes/ No
21. Could you be friends with someone from a "rival" town or school? Yes/ No
22. Are you interested in getting to know people who are different from you? Yes/ No
23. Is there any group or type of person with whom you are unable/unwilling to be friends? Yes/ No/Explain

To ensure absolute fairness in the selection of residents, demographic data (except for age and gender) is not collected on the applications, and roommate assignments (4 students per apartment) are made based solely upon information from the Roommate Matching Form. That document specifies the student's known (or anticipated) program/major and elicits particulars of compatibility such as interests, socializing tendencies, study habits, noise, cleanliness, and smoking since those are the issues which are the most frequent sources of roommate conflict. Any applicant who demonstrates an unwillingness to cohabit with someone from a different race, religion, culture, or other demographic for which discrimination is not permitted may be referred to off-campus housing.

*Smoking has never been permitted inside apartments and, beginning in Fall 2013, is banned campus-wide.

FINANCIAL AID

The Student Financial Aid Office of Allegany College of Maryland offers free financial aid counseling services to all persons who request such help. All students attending the College are awarded all of the student financial aid for which they are eligible. Students have the right to cancel/decline some or all of any student financial aid award. ACM's Student Financial Aid Office does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, veteran status, or citizenship status (except in those circumstances permitted or mandated by Federal Law) when awarding or disbursing student financial assistance.

TRANSITION PROGRAM

The **TRANSITION PROGRAM** of ACM's Continuing Education partnership with ACPS provides students with mild to severe cognitive disabilities the opportunity to continue their educational experiences in age appropriate community settings. CE continued to provide facilities for a "home base" for the program. Professional Development also coordinated efforts for curriculum and peer interaction with students from various credit programs.

DISCIPLINE ISSUES

Any student who engages in harassment, abuse, or bullying of any person or group (including any such action rooted in discrimination/bias) is referred for disciplinary action under the Code of Student Conduct. Any crimes which accompany the misconduct are reported on the College's annual Clery Crime Report. Any person who is not a student or employee who engages in disruptive or conduct deemed dangerous to ACM students, employees, or other visitors may be banned from campus under the Safety Risk Policy (adopted in 2005).

PART 5

Process for the reporting of hate-based crimes consistent with federal requirements.

Allegheny College of Maryland collects data annually from the following reporting sources:

- Campus Security
- Cumberland City Police
- Pennsylvania State Police (Bedford County)
- Pennsylvania State Police (Somerset County)
- Student & Legal Affairs (Cumberland campus)
- Student Services Director (Bedford campus)
- Student Services Director (Somerset campus)

The hate crimes data which must be collected includes murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible), sex offenses (non-forcible), robbery, aggravated assault, motor vehicle theft, arson, any crime involving bodily injury, larceny/theft, simple assault, intimidation, and vandalism/destruction of property. For their 2013 Crime Reports which are submitted in Fall 2014, all Colleges were required to make a “good faith effort” to collect statistics for the following additional crimes and hate crimes: domestic violence, dating violence, and stalking. The reports must specify the whether the hate crime targeted by race, religion, sexual orientation, gender, disability, or ethnicity/national origin; the 2013 Crime Reports added gender identity as a new hate crime category for this year’s report. Crimes also note the location of the crime (ie., on campus, student housing, non-campus, or [adjacent] public property). It is important to note that any ACM employee to whom any crime is reported or by whom any crime is witnessed is required to report the crime to one (or more) of the authorities listed above; certain ACM employees (known as “mandated reporters”*) have a greater responsibility to report crimes. This data is compiled and submitted electronically to the U.S. Department of Education by mid-October.

*Any individual with significant responsibility for student/campus activities to report criminal activity. Essentially, if you have frequent contact with students *outside* the classroom or your regular job duties, you are considered a reporter. If you are a club/organization adviser, you are considered a reporter. If you are involved in athletics, you are a reporter.



Cultural Diversity Report
Maryland Higher Education Commission

September 1, 2015

**Summary of Institutional Plan to Improve Cultural Diversity
Anne Arundel Community College
2014-2015**

College Mission and Vision Statements

Anne Arundel Community College is a two-year public, community-engaged institution of higher education. Founded in 1961 and fully accredited since 1968, it is one of the oldest and largest of the 16 community colleges serving the state of Maryland. Anne Arundel Community College offers transfer and career associate degree programs; certificate programs; credit courses; and continuing education, workforce development, and lifelong learning opportunities.

Mission Statement

With learning as its central mission, Anne Arundel Community College responds to the needs of a diverse community by offering high quality, affordable, and accessible learning opportunities and is accountable to its stakeholders.

College Vision

Anne Arundel Community College is a premier learning community whose students and graduates are among the best-prepared citizens and workers of the world.

Philosophy

Anne Arundel Community College strives to embody the basic convictions of our country's democratic ideal: that individuals be given full opportunity to discover and develop their talents and interests; to pursue their unique potentials; and to achieve an intellectually, culturally and economically satisfying relationship with society.

Nondiscrimination Statement

Anne Arundel Community College is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. AACC is committed to creating a diverse and inclusive environment for faculty, staff, students and the surrounding community.

Diversity Statement

Anne Arundel Community College values diversity among its students, faculty, and staff as well as within our local, national, and global communities. We are committed to creating and sustaining an environment that is welcoming, inclusive, respectful and free from discrimination, intolerance and harassment. We prioritize recruiting, retaining, and supporting a diverse student population and a diverse workforce. We believe that the study of diversity is an essential part of contemporary education. Our students study how ideas about diversity are shaped by culture, affect the way people think and live, and depend on complex systems of power and privilege.

Diversity Achievements 2014-2015

Anne Arundel Community College achieved several goals for 2014-2015. Major achievements include the following:

- Sponsored a year-long academic theme on the *Year of Social Justice* for 2014-2015.
- Established the Office of Inclusion, Diversity, Equity, Access Leadership (IDEAL).
- Introduced a new innovative program on Intergroup Dialogue.
- Mr. Leon Thomas III, Student Success and Retention Advisor, was the sole recipient of Minority Access Inc.'s 2014 National Minority Role Model Award.
- INSIGHT into Diversity magazine named Dr. Alycia A. Marshall, Chair of Mathematics, as one of *100 Inspiring Women in STEM* in recognition of her leadership in mentoring, teaching and encouraging students to major in a STEM subject.
- The college was recognized as a national diversity institution by Minority Access, Inc. for 2014.
- The college was selected as one of twelve colleges nationwide to participate in a grant from USA Funds on the AAC&U project, *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success*.
- The college was the recipient of the American Association of College Trustee's 2015 Northeast Regional Equity Award.

College Workforce

AACC remains committed to increasing the diversity of its workforce. AACC offers a year-long Learning College Orientation to new faculty that assists them in acclimating to the college and its processes and in connecting to the college culture. The college values diversity and believes its success is dependent on having a diverse workforce.

TOTAL WORKFORCE BY GENDER (2010-2014)										
GRAND TOTAL	2010		2011		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%
Male	815	38.1%	796	37.3%	776	36.6%	774	37.6%	717	36.9%
Female	1323	61.9%	1336	62.7%	1343	63.4%	1282	62.4%	1228	63.1%
Total	2138		2132		2119		2056		1945	

TOTAL WORKFORCE BY RACE/ETHNICITY (2010-2014)										
GRAND TOTAL	2010		2011		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%
White	1748	81.8%	1732	81.2%	1721	81.2%	1653	80.4%	1554	79.9%
Black/African American	242	11.3%	260	12.2%	248	11.7%	249	12.1%	240	12.3%
Hispanic/Latino	37	1.7%	31	1.5%	35	1.7%	45	2.2%	48	2.5%
Asian	55	2.6%	56	2.6%	65	3.1%	65	3.2%	58	3.0%
American Indian	5	0.2%	5	0.2%	6	0.3%	6	0.3%	5	0.3%
Native Hawaiian	3	0.1%	2	0.1%	2	0.1%	2	0.1%	2	0.1%
Multi-race	11	0.5%	12	0.6%	15	0.7%	15	0.7%	16	0.8%
Unreported	31	1.4%	28	1.3%	23	1.1%	21	1.0%	19	1.0%
Non-Resident Alien	6	0.3%	6	0.3%	4	0.2%	0	0.0%	3	0.2%
Total	2138		2132		2119		2056		1945	

Human Resources Policies and Practices

As a critical component for attracting a diverse applicant pool for faculty and staff positions, the office of Human Resources (HR) actively develops outreach efforts by advertising in various national publications and journals for professional associations that are aimed at diverse populations. HR continues to expand the college's focus on policies and practices that support diversity. Job announcements for new positions underscore the value that diversity brings to the college. This is accomplished by training interview panels to assure sensitivity of members. In addition, the office continually updates the recruitment manual to ensure protocols that will advance the college in meeting its diversity goals.

This past year, HR made substantial efforts to remain compliant with the new OFFCP rules by collecting data for applicants and current employees, is currently identifying a new vendor for an improved applicant tracking software system, and provides mandatory sexual assault awareness and prevention and diversity training workshops for all employees. Further, HR worked collaboratively with the President, Vice Presidents, and the Chief Diversity Officer to identify and develop a number of new programs and initiatives to promote diversity and equal opportunity in the search and hiring process. Some of these programs and initiatives include the following:

In-Person Search Committee Training

After a comprehensive review of the search and hiring process, HR decided to discontinue online search committee training. Instead, in-person training was conducted by various members of the HR staff in collaboration with the Chief Diversity Officer. There were over 150 employees trained in Spring 2015. Assessment and feedback regarding the in-person trainings continue to be overwhelmingly positive. These trainings will continue to be held on a monthly basis this year.

Inclusive Search Committees

Per the directive of President Lindsay and the Vice President for Learning, search committees must now reflect a balance of racial/ethnic employees, as well as employees who contribute a different social/lived experience on campus. This is to ensure equity and equal opportunity in the search and hiring process.

Advertisements

Available positions are advertised in a number of sources that are focused on attracting qualified diverse candidates. These sources include *Diverse Issues in Higher Education*, *Hispanic Outlook in Higher Education*, *Affirmative Action Register*, *Women in Higher Education*, and *LGBT Issues in Higher Education*. This past year, HR purchased two additional advertisement packages with *INSIGHT Into Diversity* magazine and *MarylandDiversity.com*.

The Diversity Welcoming Committee

A diversity welcoming committee provides a unique opportunity to improve the recruitment and retention of underrepresented faculty and staff, as well as reinforce the college's commitment to diversity and inclusion with all candidates. Diversity welcoming committees also provide candidates an opportunity to learn about cultural and ethnic resources that are available in the county and the region. Members are comprised of faculty and staff volunteers who meet with candidates as part of the on-campus interview process (this is by choice of the search committee not the candidate). It is important to note that committee members do not serve on the search committee nor do they provide feedback about the candidate's qualifications to the committee. Their role is to answer questions on diversity and to promote a welcoming an inclusive environment for all candidates regardless of their racial/ethnic/cultural background. Efforts are under way to establish a pilot program this year.

Inclusion Advocates

Inclusion Advocates are college employees who are trained to participate in faculty and staff searches. Inclusion Ambassadors ensure that equal employment opportunities exist for all applicants. A key role is to assure that committee members become familiar with the guidelines under state and federal law, and that these guidelines are followed with regard to questions asked of applicants. Additionally, Inclusion Ambassadors would have the ability to view all applicants for a particular position. At the end of each search, the Inclusion Ambassador would provide a written report on the search to either the Chief Diversity Officer or HR to ensure that there weren't any problems that may have compromised the fairness of the search.

Diversity Faculty Fellows

As an existing model of best practice in recruiting underrepresented faculty, the Chief Diversity Officer will work collaboratively with the Vice President for Learning and HR to launch a Diversity Faculty Fellows Program slated to begin in Spring 2016. This will be a year-long apprenticeship for recent graduates of Masters and Doctoral programs who are interested in exploring college teaching, and in particular teaching at the community college. Fellows will receive an annual stipend and be paid to teach one course a semester. Additionally, the fellows will provide college service to the diversity office, be assigned a faculty mentor, and attend an academic or professional development conference of their choice. The goal is that the fellows will apply for full-time positions based on eligibility and availability, thereby increasing the number of underrepresented faculty at the college. The benefits of the program are that fellows will receive valuable teaching and professional development experience. They also get the distinction of being named a fellow—whether they apply for positions at Anne Arundel Community College or elsewhere; thus, it is a win-win for the fellow and the college.

College Environment and Culture

Chief Diversity Officer

In July 2014, the college hired James A. Felton III as its first Chief Diversity. Currently, Anne Arundel Community College is one of only two community colleges in the state of Maryland to establish this senior-level position. Felton has spent the last year working on the following programs and initiatives: completing the goals of the current Diversity Plan; working with Human Resources to address diversity and equal opportunity in the search and hiring process; securing funding for a the Diversitt Faculty Fellows Program; worked with Facilities and Student Services to implment three (3) gender neutral/ADA accessible restrooms at the Arnold Campus; worked with the Registrar and the Associate Vice President for Learning Advancement and the Virtual Campus to develop a prefered nickname protocol for students; serving as as member of the college's equity and leadership teams as in institutional partner of the national Achieving the Dream Organization (AtD); developoing strategic-diversity partnerships with various members of the college and local community; launching a campus-wide Intergroup Daialogue Initiative; and working with with the Diversity Committee in establishing a formal name for the diversity operation (IDEAL).

Additionally, Felton served on a number of college committees to address issues of diversity, equity, and inclusion. Some of these committeess include the Violence Against Women Act (VAWA) Taskforce, the Bias Response Team Exploaratory Committee, the Year of Social Justice Planning Committee, the College Vision and Mission Committee, and the LEAD AACC (Leadership, Education and Development) program committee. Felton will continue to serve on these committees again this year.

Campus and Community Engagement

Anne Arundel Community College has a robust and diverse array of college committees and advisory groups that aim to address issues of diversity, equity, and inclusion. They include the following:

- The Diversity Committee
- Year of Social Justice Committee
- Curriculum Transformation Project
- Academic Rainbow Network
- Martin Luther King Jr. Breakfast Committee
- The VAWA Task Force
- The West Chamber County's Diversity Committee

The Diversity Committee

The Diversity Committee, a subcommittee of the Strategic Planning Council, meets monthly and has strong participation from the members representing the faculty, staff, and administration. The Diversity Committee is charged with implementing and monitoring the AACC Diversity Plan. AACC's current Diversity Plan outlines five key objectives: (1) to create and sustain a college culture and climate that welcomes and supports diversity; (2) to develop and implement a comprehensive system of responsibility and accountability for advancing the goals of the diversity plan; (3) to recruit, retain, and support the success of a diverse student population, especially those from underrepresented groups; (4) to infuse diversity into the curriculum; and (5) to recruit, hire, retain, and promote a diverse workforce. An updated plan will be completed in 2016 with a particular focus on equity and inclusive excellence.

In 2012-2013, the Diversity Committee implemented a new structure with four active subcommittees: Cultural and Student Affairs; Academia; Website/Calendar; and Executive. This past summer, the executive committee met to revise and add several new subcommittees. They include the following:

Cultural Affairs and Student Affairs: to promote the celebration and to further the discussion of diversity issues on campus; Co-Chairs: Director of Student Engagement & Dean of Student Services or their designee.

Academic/Curriculum: to encourage and support faculty in incorporating diversity into their curriculum pedagogy; Chair: Director of the Curriculum Transformation Project or designee.

Communications: to inform the campus and community about diversity-related topics and to promote diversity-related activities including the Cross Currents Video Program; Co-Chairs: Executive Director of Public Relations and Marketing or their designee & Co-chair of the Cross Currents Program.

Diversity Awards and Recognition: to develop and implement annual awards in recognition of faculty, staff, students, administrators, alumni, departments, etc. for their exemplary contributions to diversity and inclusion; Co-Chairs: Co-Chairs of the Diversity Committee.

Diversity Events Process: to increase collaboration, coordination and communication of annual diversity programs and events on campus; Co-Chairs: general members of the committee.

MLK Jr. Commemoration: to promote the annual community breakfast and to sponsor supplemental programs and events in honor of MLK Jr.; Co-Chairs: Co-chair of the Diversity Committee and a general member of the committee.

Executive: to advise on policy and other issues related to the successful stewardship of the full committee; Co-Chairs: Co-Chairs of the full committee. Note: Membership of the Executive Committee is limited to the Co-Chairs of the subcommittees only.

Year of Social Justice Committee

Perhaps one of the most impactful, transformative experience to take place at the college this past year was the faculty-led initiative on social justice. Numerous faculty and staff planned a calendar of curricular and co-curricular programs and events. These included visiting speakers, artisans, public art projects, film screenings and a campus book read on the “The Immortal Life of Henrietta Lacks.” This initiative helped the campus community to move past “diversity fatigue” and promoted an unprecedented level of collegiality and collaboration around issues of diversity and inclusion that will tremendously benefit the campus and the community for many years to come.

Curriculum Transformation Project

The Curriculum Transformation Project (CTP) (<http://www.aacc.edu/ctp/>) is a support organization designed to: assist faculty in incorporating issues of diversity into their courses, provide pedagogical resources related to diversity issues, and support the college’s commitment to diversity through professional development and extracurricular activities. CTP offers a number of development opportunities. Examples include: Rainbow Network Training, a workshop designed to make faculty/staff familiar with the experiences of the LGBT community and give them resources for helping LGBT students be successful; and a Diversity Study group that allows faculty and staff to discuss common problems encountered when teaching diversity. CTP also offers an annual Diversity Institute, which

focuses on professional development around a particular issue. Some example of the themes of previous Diversity Institutes include: veterans, LGBT students, African-American and Latino male students, Islamophobia, and learning disabilities. CTP has also created multimedia initiatives including the “It Gets Better at AACC” Video Project, short testimonial videos by LGBTQ students, faculty, and staff and their allies (www.aacc.edu/itgetsbetterataacc); and the Muslim Oral History Project, a collection of oral histories from Muslim students, faculty, staff, and community members (<http://www.aacc.edu/ctp/oralhistory/muslim.cfm>). Lastly, CTP sponsors campus events designed to make AACC a welcoming place and to increase knowledge around historically-oppressed groups. For example, CTP sponsors AACC’s annual Coming Out Week, which includes professional development and extracurricular activities for students.

The Academic Rainbow Network

The AACC Rainbow Network (ARN) is a community of administrators, faculty, and staff who actively advocate for LGBTQ equity and fight homophobia on campus. All members of the network complete a training session. The ARN training sessions help members learn about LGBTQ identity, homophobia and heterosexism. It provides strategies for supporting LGBTQ members of the campus community and for connecting with others who are committed to this cause. Upon completion, they receive an AACC Rainbow Network door sign that lets students and other members of the AACC community know that their office is a safe place for people of all sexual orientations and gender identities. Members also receive a packet of LGBTQ resources and other information.

Martin Luther King Jr. Breakfast Committee

Now in its 35th year, the college hosts this annual event on campus which takes place the morning of the national holiday. Several members of the staff sit on the planning committee to assist in the development and coordination of the event. This year, Katherine Hernandez Marroquin became the first undocumented immigrant ever to provide the keynote address. The Annapolis 12-year-old emigrated from El Salvador with her family when she was 5 because she needed special surgery.

The VAWA Task Force

The VAWA Education Task Force was a campus-wide committee that provided education, training, and assistance in the college’s efforts to maintain compliance with federal law as mandated by VAWA and Title IX legislation. The task force was able to receive Board of Trustee approval for the college’s updated sexual assault and misconduct policy, provide Campus Security Awareness (CSA) training for numerous campus constituent groups, and provide a number of educational awareness programs, resources as well as a “Safe at AACC” website for reporting and campus involvement. This year, the task force will transition into the Sexual Violence Prevention Education Advisory Committee. The purpose of the committee is to help the office of the Dean of Students and their staff in monitoring the implementation and assessment of programs covering the areas of sexual assault, dating and domestic violence, stalking, bystander intervention, and consent education.

The West Chamber County’s Diversity Committee

This past year, the Executive Director for the Office of Institutional Partnerships and the Chief Diversity Officer partnered with local industries and community leaders to promote, educate, and provide assistance to minority and women-owned businesses in the county. This fall, the committee will co-sponsor a panel discussion with invited guests from the National Security Agency (NSA). The purpose of the panel is to provide guidance on how to do business with NSA, and provide information on a unique program that

provides businesses an opportunity to obtain government funding to develop a solution to one of the Agency's technical challenges.

College Image and Reputation

Anne Arundel Community College provides opportunities for military, veterans and dependents to achieve their academic, professional and personal enrichment goals. AACC is a member of the Service members Opportunity Colleges (SOC), a consortium of more than 1,900 higher education institutions and associations working to provide higher education opportunities to service members and their families. AACC established a college-wide council to engage the college community in a dialogue and a process to develop programs and services to increase access to and success in postsecondary education for active military, veterans and their families. AACC was selected as a Military Advanced Education Top Military-Friendly College for the fifth year in a row.

AACC also has a student veteran ambassador program in place. The program is designed to connect veterans at AACC with others who have successfully transitioned to the college environment. AACC established a Military/Veterans Resource Center on campus specifically for military/veteran students. The center is staffed by student ambassadors and the newly hired Veteran Resources Specialist. This year, the Veteran Resources Specialist (under the Division of Learner Support Services) will have direct oversight of the VRC and all related programs and services.

Emerging Scholars Program

The Engineering Scholars Program (ESP) is a scholarship program resulting from a 5-year, \$598,000 grant provided by the National Science Foundation. Since the start of the grant in 2011, the program has awarded full scholarships to 60 students demonstrating financial need who are majoring in engineering or engineering technology at AACC. The overall goals of the program include increasing financial and student support services for students in engineering fields, enhancing student academic and support services at AACC, increasing the retention rates of engineering/engineering technology students at the college, and increasing the employment and transfer rates of engineering students at AACC.

Student Achievement and Success Program

The Student Achievement and Success Program (SASP) is a support and retention program at Anne Arundel Community College designed to increase the academic success, retention, graduation and transfer of students who traditionally may have more barriers and challenges to overcome in order to realize their goals. In addition, these students are traditionally first generation students, low income, under prepared and minority students. Services provided included incentive scholarships up to \$1,000 an academic year, walk-in tutoring, life skill/study strategy workshops, cultural activities, campus visits, informal interactions with faculty/staff, and academic monitoring.

Summer Bridge Programs

Summer Bridge (African American Students): Is a free four-week program that prepares 30 selected incoming students for a comprehensive college experience that focuses on both academic and social success. The program is designed to serve the unique needs of African American students and has an emphasis on African American themes.

Adelante Bridge: Is a free two-week program that intentionally focuses on the transition into college for Hispanic/Latino students by providing introduction to coursework in the humanities and arts. The

curriculum is based on validating the Hispanic culture while introducing students to college-level work and new expectations on a college campus.

An examination of the fall (2012) to spring (2013) retention rate shows that SASP students were retained at a rate of 73.5% compared to SASP-eligible students at a rate of 62.8% and the overall college rate of 73.3%. The retention rate is significantly higher than the SASP-eligible group. Although the SASP retention rate is only slightly higher than that of the overall college rate, the SASP program provides services for students that national data have shown tend to be more at-risk and harder to retain.

First Year Experience Programs

First Year Experience (FYE): Is a two-week program for first-time attending students who need to build a foundation for success in college-level classes. FYE provides students with a supportive and caring environment that enhances career, social and academic skills. Students who participate in the FYE Program are required to attend the FYE Orientation in the fall and monthly extended orientations, enroll in designated sections of the “Student Success” (ACA 100) course to enhance academic support skill, note-taking, strengthening memory and time management, and participate in FYE-lab sessions, weekly tutoring and study groups.

An examination of the fall-to-spring retention rates of the fall 2012 cohort shows that FYE students were retained at a rate of 74.6% compared to a rate of 60.5% for FYE-eligible students who were required to take two or more developmental courses and 73.3% of all AACC students. Additionally, 57.3% of the FYE 2011 cohort students were retained fall to fall, compared to 46.7% for FYE-eligible students who were required to take two or more developmental courses and 56.7% of all AACC students. The FYE fall 2011 students who were provided additional intentional services during their second year were retained from fall 2012 to spring 2013 at a rate of 90.3% which was 20% greater.

The Black Male Initiative

Black Male Initiative (BMI) is a monthly forum to address the needs and issues of African American males at Anne Arundel Community College. Its aim is to build community, network and connect students with support services and resources.

Participation in the annual Black Male Summit increased from 60 in the attendance in 2012 to more than 100 in 2013. Additional services were provided through the course of the academic year, and a new pilot BMI was initiated, consisting of 20 first-time African American male students who received additional targeted services.

Student Profile

AACC remains committed to increasing the number of students from minority backgrounds. The college continues to identify and develop specific strategies through its Strategic Plan, partnership with the Achieving the Dream (AtD), development of the Strategic Enrollment Management committee, and the update of the Diversity Plan.

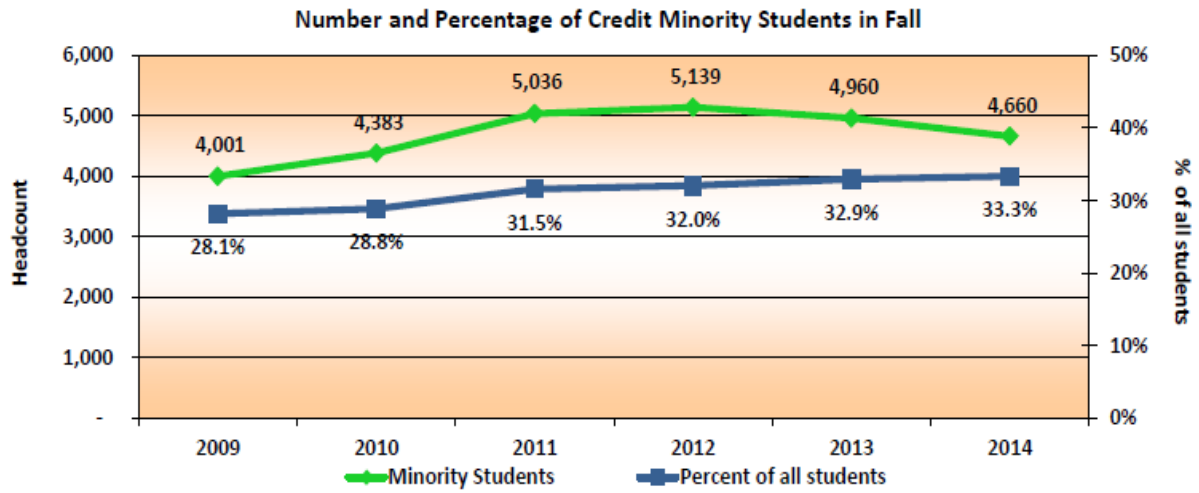
Race/Ethnicity of Credit Students Fall 2009 - Fall 2014														
	2009		2010		2011		2012		2013		2014		% Change	5-Year
	#	%	#	%	#	%	#	%	#	%	#	%	2013-14	% Change
White	10,224	61.1%	10,830	61.3%	10,929	60.9%	10,904	61.8%	10,128	61.5%	9,342	61.2%	-7.7%	-8.6%
Black/African American	2,502	14.9%	2,857	16.2%	3,238	18.0%	3,144	17.8%	2,800	17.0%	2,555	16.7%	-8.8%	2.1%
Hispanic/Latino	506	3.0%	649	3.7%	792	4.4%	870	4.9%	963	5.8%	916	6.0%	-4.9%	81.0%
Asian	610	3.6%	591	3.3%	607	3.4%	644	3.6%	601	3.7%	583	3.8%	-3.0%	-4.4%
American Indian/Alaska Native	90	0.5%	90	0.5%	95	0.5%	90	0.5%	82	0.5%	84	0.5%	2.4%	-6.7%
Native Hawaiian/Pacific Islander*	N/A	N/A	27	0.2%	39	0.2%	51	0.3%	45	0.3%	42	0.3%	-6.7%	N/A
Multi-Race*	N/A	N/A	169	1.0%	265	1.5%	340	1.9%	469	2.8%	480	3.1%	2.3%	N/A
Other	293	1.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unreported	2,386	14.3%	2,273	12.9%	1,821	10.1%	1,461	8.3%	1,232	7.5%	1,133	7.4%	-8.0%	-52.5%
Non US Citizen	130	0.8%	179	1.0%	171	1.0%	146	0.8%	145	0.9%	139	0.9%	-4.1%	6.9%

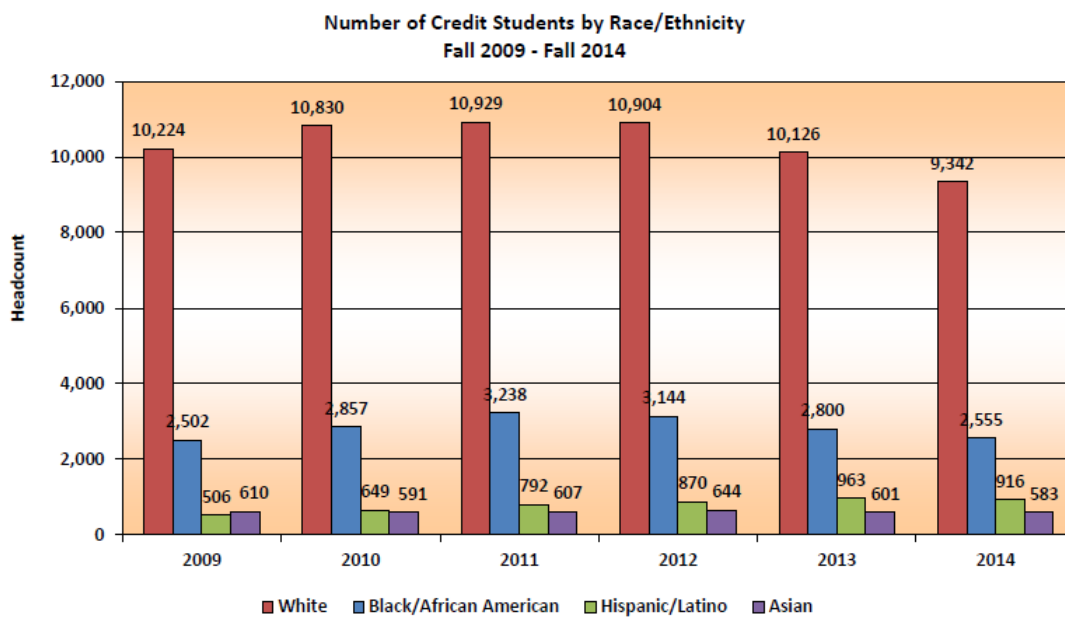
Anne Arundel Community College, Fall 2014 Credit Enrollment Facts and Trends

PRIA

* First reported in 2010

Excludes Non US Citizens





Campus-based Hate Crimes and Sexual Assaults

For 2014, there were no hate crimes reported and one incident of fondling. The college's annual security report can be accessed at www.aacc.edu/publicsafety.

Appendix A

ACCT Northeast Regional Equity Award Letter

July 29, 2015

Rev. Dr. Diane R. Dixon-Proctor
Board Chair
Anne Arundel Community College
127 Foxtrap Drive
Glen Burnie, MD 21061

Dear Diane,

On behalf of the ACCT Board of Directors, I am pleased to inform you that Anne Arundel Community College has been chosen as the recipient of the 2015 Northeast Regional Equity Award. This award will be presented at the Friday Regional Awards Luncheon during the 46th Annual ACCT Leadership Congress, which will take place in San Diego at the Manchester Grand Hyatt, October 14-17.

The Friday Regional Awards Luncheon is scheduled for Friday, October 16th from 12:00 p.m. – 2:00 p.m. All Regional ACCT Awards recipients will be recognized as a group during the Friday luncheon this year so that the collective excellence of ACCT members can be celebrated as a whole, culminating in the presentation of the ACCT Awards Gala on Friday evening. This change is designed to elevate the awards by focusing the day's attention on the awards program, honoring excellence among the ACCT membership.

We hope that you will be available to personally accept this award. There will be reserved seating for you and others attending from your college at the Friday Regional Awards Luncheon. In order to be sure ACCT staff holds the proper number of seats, please complete the attached form and FAX it back to: Jee Hang Lee, at (202) 379-9012 or e-mail it to jhlee@acct.org, **no later than Friday, August 28th**.

Please arrive at the Friday Regional Awards Luncheon at 11:30 a.m. (thirty minutes before the session begins) and assemble with the other honorees at the front of the room next to the stage. Jee Hang will be there to review the program and assist in the presentation ceremony.

Additionally, as the Regional Award Recipient, you will be the *sole nominee* from your region for the prestigious Charles Kennedy Equity Award that will be presented at the Annual Awards Gala on Friday, October 16 from 7:00 p.m. – 10:00 p.m. All Regional Award winners will be recognized at the Awards Gala where the ACCT Chair will, **for the first time**, announce the winner of the Charles Kennedy Equity Award. There will be seats for those attending from your college at a reserved table(s) up front. Please

notify Jee Hang of how many seats will be needed using the attached form, **no later than Friday, August 28th**.

For hotel accommodations and ACCT registration information visit: <http://www.acct.org/2015-leadership-congress-registration>. When making arrangements, please note ACCT's Registration and Housing Policy. Hotel reservations will not be processed unless accompanied by Congress registration.

Please be sure that you are registered and that tickets have been ordered for the Friday Regional Awards Luncheon and the Annual Awards Gala. We appreciate your college's support of your travel expenses and registration/meal fees.

If you need any other information, feel free to e-mail or call Jee Hang Lee at jhlee@acct.org or (202) 775-4450.

Sincerely,

William Coleman, Jr.
ACCT Northeast Regional Chair
Mercer County Community College, NJ

Appendix B

AAC&U Equity Project Notification Letter

President's Office



Association
of American
Colleges and
Universities

1818 R Street, NW
Washington, DC 20009
202.387.3760
fax: 202.265.9532
www.aacu.org

August 24, 2015

Dear Dr. Lindsay,

On behalf of AAC&U and the selection committee for *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success*, we are delighted to accept Anne Arundel Community College as one of twelve institutions to participate in this campus-based project, supported by USA Funds.

Building on AAC&U's Centennial focus on equity and inclusive excellence, the project is designed to develop useful evidence about existing campus efforts to track, improve, and close gaps in the achievement of key learning outcomes for all students. As one of twelve partner institutions, your campus will have the opportunity to design, implement, and assess a campus action plan that can serve as a replicable, equity-focused model for improving student learning and success. Tia McNair, AAC&U Associate Vice President in the Office of Diversity, Equity, and Student Success, will serve as the project director.

As we begin the project work, please make sure you have the following action items on your team's calendar:

- Participation in the **Project Orientation Webinar, Tuesday, September 1, 2015, 2:00 PM EDT**. A brief agenda and the conference line number will be provided closer to the webinar date.
- Please confirm who will participate in the webinar with Christina Duhig (duhig@aacu.org) **by Thursday, August 27**. All confirmed or potential team members are welcome to participate in the webinar.
- Team attendance at the **Equity Academy, Wednesday, October 7 from 9:00 AM-5:00 PM and Thursday, October 8 from 9:00AM-4:00 PM at the Hyatt Regency Pier 66 in Fort Lauderdale, Florida**. To secure the hotel group rate of \$179 for a standard room or \$199 for a balcony room, please complete the [online reservation form](#) **by Monday, September 7**. Please note that each member of the 5-person team will receive a travel stipend of up to \$600 to offset travel expenses, including hotel accommodations, transportation, and meals.

We also invite your project team to stay in Fort Lauderdale at your own expense for the [*Global Learning in College: Defining, Developing, and Assessing Institutional Roadmaps*](#), an AAC&U Network for Academic Renewal Meeting. The meeting will take place on October 8-10. Your project team members will receive a reduced registration rate of \$300. To register for the meeting please complete the attached registration form and return to Christina Duhig at duhig@aaacu.org by **Monday, September 7**.

We are honored to work with you. AAC&U will publish a press release announcing the launch of *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success* and the selection of the institutions. We hope you will share it widely. A formal grant agreement letter will be sent shortly.

Please do not hesitate to contact Tia McNair at mcnair@aaacu.org with questions about the project.

We are grateful for your willingness to join us in this endeavor and we look forward to learning from you.

Cordially yours,



Carol Geary Schneider
President



Tia McNair
Associate Vice President
in Office of Diversity, Equity, and Student Success



INSTITUTIONAL CULTURAL DIVERSITY UPDATE REPORT 2014/2015



President's Message



At Baltimore City Community College (BCCC), diversity, and inclusion are fundamental to our mission and culture. We believe in the power of diversity because each member of our College brings a unique background and life experiences that add tremendous value to our learning community. Having a diverse community not only establishes us as a microcosm of the larger world around us, but also creates an environment that fosters innovation, collaboration, critical thinking, and creativity. It reinforces BCCC core values that define diversity as recognizing, accepting, appreciating, and supporting individual differences; most importantly, a diverse community aligns with our mission of educational access, equity, and opportunity.

In a global society, embracing diversity is a conscious effort that is growing in importance every day. Baltimore City Community College is fortunate to attract and host a diverse population of students, faculty, and staff that represent and reflect global and cultural perspectives that expand our view of the world. We continually focus on the importance of diversity in all corners of the College: in the classrooms, in the workplace, in our common social settings, on the fields of athletic competition, and in the boardrooms.

This Cultural Diversity Plan represents our continuing efforts to build a community that is open, welcoming, inclusive, tolerant, and supportive for all who come to learn and work at Baltimore City Community College. Your anticipated support of our plan is very much appreciated.

Gordon F. May, PhD
President/CEO



Institutional Cultural Diversity Plan

Introduction

State law charges every higher education institution in Maryland with the responsibility for developing a plan for promoting cultural diversity on our campuses. In 2008, the Maryland General Assembly added their voice to the call regarding the need for diversity by the enactment of legislation requiring cultural diversity plans. Before enacting Education Article, § 11-406, higher education institutions were not statutorily obligated to develop or maintain a diversity plan.

Maryland lawmakers feel that the time is right for every higher education institution to promote campuses as being diverse places. As the Supreme court points out in its 2003 *Grutter* decision:

[E]ducation is the very foundation of good citizenship...[and, as a result,] the diffusion of knowledge and opportunity through public institutions of higher education must be accessible to all individuals regardless of race or ethnicity...Effective participation by members of all racial and ethnic groups in the civic life of our Nation is essential if one Nation, indivisible, is to be realized.

Grutter v. Bollinger, 539 U.S. 306, 331-32 (2003) (internal citations omitted).

The legislation defines “cultural diversity” to mean “the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education.” However, the Maryland Attorney General in *Strengthening Diversity on Maryland Colleges and Universities: A Legal Roadmap* asserts, “In order to be consistent with the *Grutter* principles, campus diversity plans should embrace an expansive definition that is consistent with the institution’s educational mission, the kinds of student backgrounds and experiences that would enhance the achievement of that mission, and the means the institution determines are appropriate to achieve its goal”.

Cultural Diversity Plans Required by the Maryland Higher Education Commission

In 2013, the Maryland Higher Education Commission (MHEC) reaffirmed the importance of Diversity by once again including it as one of its postsecondary goals. Specifically, the goal states: “*Maryland will ensure equitable opportunity for academic success and cultural*

competency for Maryland's population." In establishing this goal, the State encourages institutions and segments of postsecondary education to identify and develop a plan for targeting outreach, academic, financial, and student support services to populations that are underrepresented or underperforming in comparison to the overall student body. Such groups may include, but are not limited to, individuals from low-income families, African-Americans, Latino/Hispanics, men, women in STEM disciplines, veterans, or students with disabilities (source: *Maryland Ready, 2013*). Implementation measures and strategies specific to this goal include:

- In the 2014 institutional submissions required for the Cultural Diversity Report for Maryland Postsecondary Education, the Commission will ask public institutions to identify specific communities in need of targeted services.
- In the 2014 institutional submissions required for the Cultural Diversity Report for Maryland Postsecondary Education, the Commission will ask institutions to submit a plan for offering targeted services to specific groups and to define measurable goals for improvement on pre-identified outcomes for these groups.
- By FY 2016, the Commission will ask institutions to report on the impact of these services on student enrollment patterns, outcomes for the targeted populations, and any related achievement gaps.

Each year by May 1, public institutions submit their ***Institutional Cultural Diversity Plan*** to their governing board for review and approval. From that point, the governing board must submit a progress report on the institution's implementation of the plan to the Maryland Higher Education Commission (MHEC) by August 1. MHEC will review the progress report and monitor compliance with the diversity goals and the State Plan for Higher Education.

BCCC's Vision, Mission and Values

On February 24, 2014, the Board of Trustees at Baltimore City Community College voted to approve a new college Strategic Plan. In the adoption of this plan, the college's vision, mission, and core values were updated to reflect the following:

Vision:

Baltimore City Community College is an innovator in providing quality education for a diverse population of students to meet the challenges in an ever-changing competitive workforce and environment.

Mission:

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of

students while improving communities in the greater Baltimore area.

Core Values:

BCCC's core values shape its day-to-day actions and identity. We hold ourselves accountable and responsible for adhering to these basic tenets as we seek to fulfill our vision and mission. In this spirit, BCCC commits itself to the shared community imperatives of:

- **Integrity** - Unwavering adherence to a strict moral or ethical code;
- **Respect** - Showing genuine concern and regard for the dignity of others;
- **Diversity** - Recognizing, accepting, appreciating and supporting individual differences;
- **Teaching** - Impacting knowledge skills, and values that are essential to the success of the individual and growth of the community;
- **Learning** - Gaining knowledge, skills and understanding that are useful to the individual and college community by promoting intellectual curiosity;
- **Leadership** - Empowering, nurturing and inspiring individuals to be leaders in their own sphere;
- **Excellence** - Providing excellent teaching, student services, customer services and community engagement; and
- **Professionalism** - Adhering to the highest standard of customer service.

Summary of Institutional Plan

Progress on Institutional Goals

1. **Develop strategies for recruitment of Latino/Hispanics and White residents in Baltimore City and the surrounding areas where under-represented groups within the campus community live and endeavor to increase their enrollment by ten percent by August 1, 2018.**

BCCC has aligned the end year of this goal to coincide with the end year of its new Strategic Plan. Over this past academic year, the College has engaged in several recruitment initiatives targeted at attracting Latino/Hispanics and White residents in Baltimore City and surrounding areas. One initiative included a zone recruitment approach to identify holistically the programming needs of the populations we serve. In this endeavor, recruiters collaborating with our Business, Education and Continuing Education Division (BCED) staff as well as non-traditional centers and agencies to provide more direct assistance to the under-represented populations throughout Baltimore City (ESL and GED in particular).

Another initiative involves the Bard Library's active recruitment of international work-study students. The College has found that these work-study students helped in the recruitment of Latino/Hispanics and White residents. The library has also put efforts on establish

diversified collections and resources to support the institutional diversity plan in the following ways:

- Purchase of Spanish language conversation and phrase books for medical personnel and other subjects, such as:
 - Medical Spanish made incredibly quick!
 - Conversational Spanish for health professionals: essential expressions, questions, and directions for medical personnel to facilitate conversation with Spanish-speaking patients and coworkers.
- Library subscriptions to Spanish leisure magazines, e.g. [People en español](#).
- Purchase of foreign language dictionaries.
- Reserved textbooks include foreign language materials (e.g. Music in Spanish).
- Purchase of foreign language DVDs.
- Library databases that translate into native languages, including Spanish.
- Library resources to support the subject matters of lesbian, gay, bisexual, and transgender (LGBT).

BCCC is also increasing non-resident enrollment (U.S. residents and international students) by adding greater staff presence at our other sites as well as conducting new student orientations. The College has developed an extended registration program for seniors, specialty programs (e.g., Nursing), and community partners (e.g., YearUP) during the non-peak periods of enrollment in order to provide greater support.

BCCC's Predominately Black Institution (PBI) grant programs, like the "4A Program" (*Academic Acceleration for African American Males*) have concentrated recruitment efforts of underserved populations by visiting proprietary schools, community centers, churches, and community fairs/festivals. The 4A Program was designed to assist a specific minority sub-population: African-American Males. The funding for the 4A program is provided by the U.S. Department of Education through the PBI Competitive grant. African-American male academic achievement is one of five foci areas for this funding. BCCCs recent grant re-application for program extension, expanded the focus on men of color both *black and brown*. This allows for more intentional service to Latino/Hispanic males.

2. Establish an interdisciplinary team which will include members of the institution's top administrative levels who will evaluate at regular intervals the data, programs and services to assess institutional progress towards creating a diverse campus community.

Due to division re-organization and transitioning of key personnel, the membership of the BCCC Cultural Diversity Team has changed.

The new membership is as follows:

BCCC CULTURAL DIVERSITY TEAM	
1. Dr. Tonja Ringgold, Chair	Vice President of Academic Affairs / ALO and Interim Vice President for Student Affairs
2. Ms. Sheryl Nelson	Executive Director of Human Resources
3. Ms. Maureen Corneal	Vice President of Institutional Advancement and Research
4. Mr. Gregory Mason	Vice President of Business and Continuing Education
5. Mr. Calvin Harris	Interim Vice President of Business and Finance
6. Dr. Bob Iweha	Dean, School of Business, Science, Technology, Engineering and Mathematics
7. Dr. Dennis Weeks	Dean, School of Arts and Social Sciences
8. Ms. Robin Washington-Scott	Dean of Enrollment Management
9. Ms. Nicole Becketts	Dean of Student Development
10. Mr. Antonio Herrera	Chief Information Officer
11. Ms. Charlene Gray	AFSCME Local Representative at BCCC
12. Ms. Bianca McNair	President of the Student Governance Association
13. Mr. William Hug	Coordinator of Recruitment and Admissions of International Students

3. Add a course on cultural diversity to the menu of professional development offerings available for BCCC faculty and staff.

BCCC's Core Values include Respect, Diversity, and Integrity. The College is committed to making Diversity & Inclusion a priority and to educating all employees about the importance of valuing and supporting individual differences. To support this, the following workshops have been offered over the past academic year (2014-2015) to BCCC staff to promote diversity:

- Equal Employment Opportunity (Mandatory for all staff)
- Black History Month Recognition
- Women's History Month Recognition
- Generational Gaps—Working Through the Differences
- Civility Training
- Workplace Diversity
- Creating Safe Spaces for LGBTQIA
- Working with Transgender Students (Webinar)

In addition to the workshops listed above, the Professional Development Office utilized diversity calendar templates that educated employees about various related recognitions and celebrations around the country.

The 4A Program has also made efforts to educate the college community by also offering professional development opportunities on diversity. Demographic data indicate that BCCC

students are predominately African–American (87.3% see Student Demographic Table 1). Therefore, workshops on this specific cultural competency should benefit our institution greatly. The program has future plans to expand this opportunity to a more consistent training program for faculty and staff who are interested. 4A also plans to sponsor a limited number of faculty members at a local cultural competency conference.

4. Conduct a cultural diversity audit at the College and identify where efforts need to focus and work needs be done to improve the quality of the college community.

The Office of Human Resources, HR Compliance Officer participated in the Statewide EEO Office EEO Retreat, which was held July 8, 2015 to July 10, 2015 at St. Mary's College, in St. Mary's, Maryland. The theme of the conference was, "Acquiring Knowledge, Achieving Inclusion, and Fostering Acceptance". The training topics included, "Hot Topics at Equal Employment Opportunity Commission, Understanding Workforce Analysis, The Anti-Stigma Project, The Changing Faces in the Workplace, Transgender – What you want to know and more. The pertinent information acquired at this training by our staff member allows the College to remain aware of all diversity and inclusion compliance related matters so that it can then be disseminated college wide.

Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Students

There were increases in the percentages of Asian and Latino/Hispanic students enrolled as undergraduates from fall 2013 to fall 2014 (see Table 1). BCCC continues to analyze the student application information for identifiers that could assist in providing better service to our prospective underrepresented population. Currently, face-to-face orientations have been re-established to provide students more assistance with transitioning to college, as we have learned through student surveys, that many students do prefer a face-to-face experience. Additionally, the Student Affairs division is utilizing CSSE data to further the quality of campus life experience for students. On-going assessments are examined and have resulted in Student Life designing diverse student programs as noted below:

- Fall 2014 – The **Veterans Club** sponsored a Veteran Awareness Activity with 150 students in attendance. The Honorable Congressman Elijah Cummings was the guest speaker. The following semester, spring 2015, the **Veterans Club** conducted a post-traumatic syndrome program with the Wellness Office to address ways support systems can help Veterans cope as they return to civilian lifestyles.
- Fall 2014 - The **International Students Club** held its annual International Students Thanksgiving Feast and raised over \$400 for the International Students Scholarship Fund, a student-generated fund established to assist International students. This was held in the Fall 2014 semester.
- Spring 2015 - The **International Students Club** and the Office of Student Life held the College's 7th annual International Heritage Day. The program showcased Philippine culture of traditional and modern dance, songs, a game show, and authentic cuisine.
- Spring 2015 – **Disability Support Services** celebrated the graduation of nine of their registered students.

Table 1.

Undergraduate Student Distribution by Ethnic Background	Fall 2011	Fall 2012	Fall 2013	Fall 2014
a. African American	75.5%	74.7%	80.6%	83.7%
b. Asian	1.5%	1.9%	3.1%	3.6%
c. Latino/Hispanic	1.2%	1.5%	1.0%	2.7%
d. American Indian/Alaskan	0.1%	0.1%	0.8%	0.3%

Undergraduate Student Distribution by Ethnic Background	Fall 2011	Fall 2012	Fall 2013	Fall 2014
e. Native Hawaiian/Pacific Islander	0.2%	0.2%	0.3%	0.03%
f. White	8.3%	8.2%	8.2%	8.8%
g. Multi-Race	0.6%	0.8%	1.2%	0.3%
h. Foreign/Non-Resident Alien	10.6%	11.2%	4.6%	0.3%
i. Unknown	1.9%	1.4%	0.1%	0.2%

To assist students with college affordability, another Maryland State Plan goal, Enrollment Management is working with the Marketing Office and the BCCC Foundation to create an all-inclusive scholarship matrix listing state, federal, and institutional financial aid opportunities. Joint scholarship campaigns with Financial Aid and BCCC Foundation were conducted this year to assist students with awareness of college payment options.

In June 2015, the College's Business and Continuing Education (BCED) division had 17 students complete the English Language Instruction (ELI) classes and graduated from the college. In FY15, 13 Pre-GED® for ESL classes took place, almost doubling the 6 classes that ran the preceding year. As a result, additional classes have been scheduled to keep up with the demand. BCED is also increasing access for non-native speakers who want their GED®. The Refugee Youth Program (RYP) raised over \$10,000 in three (3) days to help support summer programming, art supplies, and field trips for more than 300 RYP students.

English Language Services (ESL) partnered with Enrollment Management to make presentations about credit and ESL services to high school students in the Baltimore City Public School System, where these targeted high schools offer ESL classes. Representatives from BCED also participated in Baltimore's 2015 Latino Fest Celebration distributing college literature and recruiting students from among the city's Latino population.

Faculty / Staff

The College recognizes that in order to attract a diverse student population we must first have faculty and staff that reflect diversity. Data reflect that of the 398 full-time employees, 69.3% (276) are African American, 24.6% (98) are White, 4.4% (16) are Asian, 1.5% (6) are Latino/Hispanic and .3% (1) Other (see Tables 2 & 3). Realistically, substantive change in staffing can take many years of significant, on-going investment into human capital. Part of this investment must take place at the point of hiring practices to avert such factors as unconscious bias. Another investment must also be given to the critical role the College plays in developing our own talent pipeline.

BCCCs Talent Acquisition Office advertises vacant positions in various publications and venues to attract diverse talent. During FY 2015, the Office of Human Resources submitted vacancy announcements to numerous widely accessed publications and sites. The Talent Acquisition Office has participated in numerous Baltimore/Washington metropolitan hiring events to promote BCCC and recruit diverse populations.

A concerted effort has been made to recruit veterans and diverse populations through the Maryland Department of Veterans Affairs as well as participation in the listed events during FY2015:

- February 2015 – Baltimore City Veteran’s Job Club
- February 2015 – Veterans Conference 2015/Association Training & Development (ATD) Values Vets
- March 2015 – Veteran and Military Spouse Partner Career Expo and Job Fair
- April 2015 - Congressman Elijah Cummings Annual Job Fair
- April 2015 – Fort George Meade Employee Day
- June 2015 – University of Maryland, Baltimore – Dept. Labor, Licensing, Regulations (DLLR) Veterans Employee Day

Table 1.

Baltimore City Community College Distribution of Fall 2014 Full-Time Faculty and Staff									
		Total	Hispanic	White	African American	Asian	American Indian / Native Alaskan	Native Hawaiian / Pacific Islander	Other / Unknown
Faculty	Men	43	0	13	24	6	0	0	0
	Women	61	1	20	37	3	0	0	0
	<i>Total</i>	104	1	33	61	9	0	0	0
Administrators	Men	26	1	7	17	1	0	0	0
	Women	28	0	6	21	1	0	0	0
	<i>Total</i>	54	1	13	38	2	0	0	0
Other Professional Staff	Men	74	2	24	46	1	1	0	0
	Women	85	2	20	58	4	0	0	1
	<i>Total</i>	159	4	44	104	5	1	0	1
Support Staff	Men	25	0	6	19	0	0	0	0
	Women	56	0	2	54	0	0	0	0
	<i>Total</i>	81	0	8	73	0	0	0	0
All Full-Time Employees		398	6	98	276	16	1	0	1

Table 2.

Baltimore City Community College Distribution of Fall 2014 Full-Time Faculty and Staff									
		Total	Hispanic	White	African American	Asian	American Indian / Native Alaskan	Native Hawaiian / Pacific Islander	Other / Unknown
Faculty	Men	10.8%	0.0%	3.3%	6.0%	1.5%	0.0%	0.0%	0.0%
	Women	15.3%	0.3%	5.0%	9.3%	0.8%	0.0%	0.0%	0.0%
	Total	26.1%							
Administrators	Men	6.5%	0.3%	1.8%	4.3%	0.3%	0.0%	0.0%	0.0%
	Women	7.0%	0.0%	1.5%	5.3%	0.3%	0.0%	0.0%	0.0%
	Total	13.6%							
Other Professional Staff	Men	18.6%	0.5%	6.0%	11.6%	0.3%	0.3%	0.0%	0.0%
	Women	21.4%	0.5%	5.0%	14.6%	1.0%	0.0%	0.0%	0.3%
	Total	39.9%							
Support Staff	Men	6.3%	0.0%	1.5%	4.8%	0.0%	0.0%	0.0%	0.0%
	Women	14.1%	0.0%	0.5%	13.6%	0.0%	0.0%	0.0%	0.0%
	Total	20.4%							
All Full-Time Employees		100.0%	1.5%	24.6%	69.3%	4.0%	0.3%	0.0%	0.3%

Source: Fall 2014 BCCC Employee Data System (EDS) file prepared for MHEC by the Offices of Institutional Research and Human Resources

Note: As per State and federal guidelines, categories of staff have been changed beginning with fall 2014.

Efforts Designed to Create Positive Interactions and Cultural Awareness on Campus

Academic Affairs

- The School of Arts and Social Sciences continues to sponsor lectures, club activities, and other presentations to create positive interactions and cultural awareness on campus. Two of these activities include The English, Humanities, Visual and Performing Arts department and the Anthropology and Sociology Club presenting “Soul Speaks,” an original piece, by Professor Latonia V. Moss followed by a talk back / discussion led by Boyd Servio-Mariano and Theron Coleman as the finale of Women’s History Month.
- The Ethics/Values Club in conjunction with the Business Program sponsored an Ethics Day on “Learning” as the BCCC Core Value of the Year. The event drew about 80 participants. Each year this club focuses on one of the College’s Core Values.
- In March, 2015 the college hosted the Fulbright Scholars from India to discuss possible educational and cultural exchange programs with BCCC.
- In April 2015, Mathematics Awareness touched on how different cultures of the world use mathematical symbols to represent math concepts.
- In November 2014 the Mathematics and Science departments organized the STEM community weekend with emphasis on the influence of culture and society on science.
- In May 2015 the Business and Technology had the Fashion show which showcased the different attires from different cultures.
- BCCC students receive intentional cultural enrichment through outings each semester and development through workshops multiple times a month.

Business and Continuing Education

- BCED recruited 13 mixed cohorts of ESL and ABE students to take classes together under the Accelerating Connections to Employment (ACE) initiative. These students learned teamwork, participated in study groups, and peer-to-peer assistance while engaged in occupational skill training, including the Multi-Skilled Medical Technician 2 program.

Student Affairs

- Enrollment Management hired two bilingual specialists (located in the Admissions and Financial Aid offices) to provide assistance with our Spanish speaking population. The Spanish-speaking staff will continue to assist the College as we target greater support to our Latino/Hispanic population and develop our infrastructure for a bilingual enrollment marketing plan.

- September 2014, the Muslim Student Association was formed as an official student organization.
- On October 18, 2014, the History Club and Sociology & Anthropology Club collaborated with the Office of Student Life and held an event during Hispanic Heritage Month to explore the connections between African & Latino cultures historically in the Americas.
- The International Students Club held its annual International Students Thanksgiving Feast, on November 25, 2014, raising money for the International Students Scholarship Fund, a student-generated fund established to assist international students.
- On December 6, 2014, the Office of Student life in conjunction with the Anthropology and Sociology Club and the Allied Human Services Club held its annual Kwanzaa Celebration. There was music song and dance along with the history and traditional candle lighting in the kinara.
- On February 25, 2015, the Office of Student Life and the SGA showed the newly released movie SELMA. The unforgettable true story that chronicles the tumultuous three month period in March 1965, when Dr. Martin Luther King, Jr. led a dangerous campaign to obtain equal voting rights in the face of violent opposition. This event was a wonderful experience for our students and staff.
- On February 26, 2015, the Office of Student Life in conjunction with External Affairs and Alumni Relations presented a historical exhibit on the Negro Baseball League. The students and Staff found this historical exhibit very interesting.
- On February 27, 2015, the Office of Student Life and the SGA sponsored a trip to the National Great Blacks and Wax Museum. At the Museum, the students were on a guided tour and had the opportunity to experience and be educated firsthand what our ancestors and forefathers endured just to be treated equally. The tour gave the students graphic displays of slavery by way of portraits, wax figurines, and the Atlantic Trade slave ship; acknowledgment of great black inventors, wax figurines of past and present politicians, and lastly local Marylanders who contributed to Black History.
- On March 25, 2015 in commemoration of St. Patrick's Day, the Office of Student Life and the Student Government Association organized "A Taste of Ireland," where students were exposed to the Irish culture. There were 7 display boards presenting the history and tradition of St. Patrick's Day which included food, music and clothing of Irish people. There was also a trivia game on famous Irish People in America from artists, musicians, radio personalities and U.S presidents. Finally, the event ended with attendees being treated to food samples of potato soup, cornbread, and beef stew. Eighty one students attended this event.

- On May 1, 2015, the Office of Student Life and the Student Government Association wrapped up Panther Pride Week with the Annual Heritage Day Festival. This event is coordinated each year by the International Students' Club. The country celebrated this year was the Philippines. This event was a day of dancing, food and song. The event was well attended by faculty, students and staff.
- The 4A Program has collaborated with the Student Affairs division on several occasions to promote cultural awareness for our student population as well as our faculty and staff. One example of this was the screening of the movie "Selma" and the subsequent panel on race issues in our community.

Other Initiatives that are Central to the Cultural Diversity Plan

The Business and Continuing Education Division (BCED) contributes to institutional diversity as demonstrated in its course offerings and student population. More specifically, BCED offers distinct programming to include English as a Second Language (ESL), Community ESL, and English Language Instruction (ELI) programming. The ESL program is designed to offer a variety of English language learning curricula to meet diverse language needs. BCED solicits students from various backgrounds, immigrants, refugees, those seeking political asylum, and other foreign students. BCED enrolls over 2,500 ESL students annually in day, evening, and weekend courses. Furthermore, BCED offers workplace general language development and customized workplace ESL training. The programming offered at BCED includes a number of other features that support BCCC diversity efforts, including the following:

- **Citizenship Preparation** is a language and civics program accessible in Baltimore and adjacent counties for immigrants and refugees seeking citizenship. Instruction prepares beginning and intermediate students for the United States Customs and Immigration Services (USCIS) naturalization interview, dictation, and written exam.
- **Workplace ESL** meets the employment language needs of refugees with limited English proficiency. BCCC contracts with employers to provide on-site language and cultural training via a workplace specific curriculum.
- The **Refugee Program** offers free English language training for persons 16 years of age or older, that have refugee or political asylum status. In addition, it provides acculturation and intensive employment preparation seminars to new arrivals.
 - BCCC's **Refugee Program** planned and participated in the 2015 World Refugee Day celebration on June 20, 2015. The theme of this year was "With Courage, Let Us All Combine". Refugee participants shared stories, played music and performed dances.

- The ***Refugee Youth Project*** (RYP) helps refugee children develop the knowledge and skills required for academic success and positive acculturation. Offered in conjunction with the Baltimore City Public Schools, the program meets year-round after school, in the summer, and on weekends. Incorporating arts enrichment with education, RYP counts among its partners, the Walters Art Museum.
 - The ***Refugee Youth Program*** (RYP) was awarded a full-time Maryland-DC Campus Compact AmeriCorps VISTA member to work with refugee youth for the 2015-2016 year.
- ***Refugee Employment Training*** helps refugee learners upgrade or develop new job skills for better employment opportunities and career advancement. Occupational skill training is supported by English for Special Purposes instruction.
- BCED offers ***English Language Instruction*** (ELI) language training to ESL students seeking improved English through ELI Continuing Education courses, and academic English studies for college-aspiring non-native English speakers
- BCED has created a new workforce partnership with CASA de Maryland to provide hospitality training in FY16 for non-native English-speaking students.



CARROLL

COMMUNITY COLLEGE

Diversity/World View Annual Report

September 1, 2015

Carroll Community College

1601 Washington Rd

Westminster, MD 21157

Carroll Community College

Diversity/World View Annual Report

September 1, 2015

Introduction

Since inception, Carroll Community College has endeavored to maintain practices and activities designed to foster awareness and increase competence related to issues of equity, diversity, multicultural and global awareness for students and staff. Several years ago a committee was established to lead and carry out related diversity activities. While past activities have been effective in raising awareness and competence, the college recognized the need to create a more comprehensive plan to develop, assess and improve upon our desired goals. This plan outlines goals and initiatives in the following areas: Curriculum, Learning Environment, Student Achievement, Employee Development, and Code of Integrity. These efforts will assure that students and staff are equipped to interact, work, and succeed in the Twenty-First Century and that the college's student body and staffing reflect the racial and cultural diversity of the community in which we live.

Existing Institutional Goals Relating to Diversity/Global View

The following items represent major direction-setting goals and other planning/curricular statements established to promote values of diversity and global view among students and staff.

- **Mission based Institutional Goal 7:** Embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship.
- **General Education Learning Goals**

General Education Mission: The General Education Program at Carroll Community College introduces students to the fundamental knowledge, skills, and values essential to the further exploration of academic disciplines; encourages intellectual curiosity and the pursuit of life-long learning; and fosters personal and social responsibility in a diverse, complex, and changing world.

General Education Learning Goal 6: Global Awareness

Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment.

Toward attaining this goal, students will:

- *Analyze and evaluate the significance of cultures and societies from a variety of perspectives*

- *Explain the impact of economic, political, and technological changes on diverse cultures*
- *Examine the interdependence of humanity*
- *Appreciate the commonalities and the differences among world cultures*

General Education Learning Goal 7: Personal Development and Social Responsibility

Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community.

Toward attaining this goal, students will:

- *Develop a framework for ethical decision making and personal responsibility*
- *Examine how personal behaviors affect self and others*
- *Collaborate with others to achieve a common goal*
- *Participate in and reflect on personal learning experiences*

Existing Diversity Monitoring Processes

The college monitored racial and ethnic diversity of students and employees, and student academic progress by racial/ethnic groups, through the following periodic reports:

- Annual Performance Accountability Report to the Maryland Higher Education Commission
- Annual Cultural Diversity Report to the Maryland Higher Education Commission

Diversity/World View Committee

The Diversity/World View Committee is a recommending body to the President and Executive Team as well as a working committee. Its function is to develop and recommend objectives and strategies to meet Diversity/World View long-range goals, and to assist the college in carrying out staff development, awareness and other activities to enhance accomplishment of Diversity/World View plan goals.

Committee membership is representative of major constituencies on campus: students, faculty, administration, and support staff. Members also represent each major functional unit of the college: Academic and Student Affairs, Advancement Office, Administrative Services, Continuing Education and Training, Planning, Marketing and Assessment, and Office of Compliance and Integrity. The college strives to have balanced representation of racial/ethnic and gender group representation on the committee to foster inclusion and equitable representation.

The committee's ongoing charge is to:

1. Define values and principles upon which the college can build and maintain a program of understanding and shared values concerning the dignity and worth of all races, cultures, religions and ways of life;
2. Assist in developing learning and staff development activities aimed at promoting diversity and global awareness values and competencies;
3. Develop, maintain, and assess the Diversity/World View action plan.

Fundamental to the Diversity and Global View Plan is the following value statement developed by the Diversity Committee:

“We embrace an increasingly diverse and changing world, encouraging students, faculty and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working with and learning from the unique contributions of all people.”

The Committee will be undertaking a review of its plan and goals in the latter half of 2015 to develop a strategic five-year direction looking towards 2020.

Section I

Goals, Intended Outcomes, Activities, and Assessment Measures

Diversity is seen as an integral component across all areas of the institution. The following goals reflect specific initiatives to advance diversity and global awareness.

I. Curriculum

Goal: Within the curriculum and co-curriculum students will demonstrate attitudes, knowledge and behaviors exemplifying cultural competence and recognition of the interdependence of humanity across the global community.

Intended Outcomes:

1. The curriculum will include learning experiences and intended learning outcomes that allow all students to develop cultural competence (including valuing diversity, cultural awareness/cultural intelligence [Bucher 2008], and global view competencies).

Activities:

- a. *Support the General Education assessment process and help to ensure that the specific intended learning outcomes relating to Global Awareness are being measured and improved.*
- b. *Increase the opportunities for students to participate in a variety of diversity programs and events outside of the classroom.*
- c. *Expand the graduation requirement so that two “Diversity/World View” designated courses must be completed and explore the possibility of awarding a certificate to students who take a number of Diversity/Global View credits beyond the requirement.*

- d. *Assess Diversity/World View designated courses to determine the extent to which relevant outcomes are being met.*

Bucher, R. D. (2008). Building Cultural Intelligence (CQ): Nine Megaskills, Upper Saddle River, N.J.: Pearson Prentice Hall.

2. Faculty and staff will demonstrate Diversity/World View competencies and be able to promote the institutional value of Diversity/World View.

Activities:

- a. *The Diversity/World View committee will promote specific competencies relating to cultural competency to be used in campus-wide staff development and student development activities.*
 - b. *The Diversity/World View committee will work with existing faculty and staff development committees to redefine and expand programs and development experiences designed to continuously build cultural competencies among staff.*
 - c. *Develop and convene yearly an external Diversity/World View Advisory Committee to provide input and feedback to the college on the development of our goals.*
3. Students and the community will identify Carroll Community College as an institution that values, promotes, and prepares students for living in an increasingly diverse and global community.

Activities:

- a. *The Community Outreach Committee will further develop strategies to enhance public awareness of our Diversity/World View institutional activities.*
4. Non-credit course offerings and programming will provide the community with enhanced exposure to diversity/world view issues.

Activities:

- a. *Schedule an array of non-credit courses and activities that educate students about varying cultures and philosophies.*
- b. *Include diversity awareness topics in occupational training as appropriate.*

Measure: *Institutional Effectiveness Indicator 46*, Percent of students agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity; from the college's student satisfaction surveys; top 3 ratings on a five-point scale.

Benchmark: 90%

Outcome: 91.2% (Down from 95.4% from the previous year, meets the benchmark set for measure)

Measure: *Institutional Effectiveness Indicator 47*, Percent of students agreeing that the college creates an atmosphere of inclusion for all members of the college community; from student satisfaction surveys; top 3 ratings on a five-point scale.

Benchmark: 90%

Outcome: 95.3 (Down 1.6% from 96.9% from the previous year, meets benchmark for measure)

II. Learning Environment

Goal: Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teaching and learning strategies. (Mission Based Institutional Goal 1)

Intended Outcomes

1. Community members from historically underrepresented groups will identify the college as a viable choice based on a commitment to diversity and a broad global perspective.

Activity:

- a. *Enhance diversity awareness through additional recruitment and admissions marketing informational resources and activities and track those activities in the yearly student affairs plan.*

2. The college will maintain open access to programs assuring equitable opportunity to enter and succeed within all college programs.

Activity:

- a. *Monitor recruitment process and participation rates within all college programs*

3. Improve student success and retention by emphasizing the importance of valuing both our differences as well as our commonalities.

Activities:

- a. *Reinforce Diversity/World View competency development through first advising session and orientation activities.*
- b. *Monitor and meet or exceed the college's achievement goals and enhance persistence efforts targeted to underrepresented groups*

4. Impact retention via "High Impact" programs designed to engage students in applying their learning experiences outside of the classroom using service learning, academic communities, and internships designed to foster cultural awareness and global view perspectives.

Activities:

Enhance diversity global view initiatives within activities in the following areas:

- a. *Implement a World View Competencies completion certificate and recognition program in Service Learning, Academic Communities, and Leadership Challenge Multicultural Track*

5. Provide students with exposure to a variety of transfer and post-graduate options.

Activity:

- a. *Enhance diversity topics presented in COL 100 (College Success) and CAR 100 (Career Development) courses, and provide greater diversity in terms of transfer institution information and visits.*

Measure: Credit enrollment by racial/ethnic group, MHEC Performance Accountability Report (PAR) #18

Benchmark: *8.3% (The current percentage of non-whites within the service area population) *Updated

Outcome: 9.2% (PAR 2014, reported for fall 2013)

Because the number of students within each racial/ethnic category is less than 50, all racial/ethnic categories are reported as a whole.

Measure: Percent minorities of full-time faculty, PAR #19

Benchmark: *8.3% (The current percentage of non-whites within the service area population.)

*Updated

Outcome: 3.9% (PAR 2014, reported for fall 2013)

Efforts to meet benchmark: Please refer to Section II.

Measure: Percent minorities of full-time administrative and professional staff, PAR#20

Benchmark: *8.3% (The current percentage of non-whites within the service area population.) *Updated

Outcome: 7.6% (PAR 2014, reported for fall 2013)

Efforts to meet benchmark: All faculty and staff searches work to attract minority candidates by advertising in special publications and making efforts to reach potential minority candidates.

III. Student Achievement

Goal: Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student learning, engagement and responsibility. (*Compass Strategic Plan Priority I*)

Intended Outcomes

1. The college will have met all student achievement benchmarks by racial category

Activities:

- a. *Monitor completion/success data by racial/ethnic categories*

- b. *Complete a minority achievement report as required by MHEC every three years.*
- c. *Assist in developing improvement strategies to enhance student achievement by racial/ethnic category*
- d. Support the General Education assessment process and help to ensure that the specific intended learning outcomes relating to Global Awareness can be measured and improved for racial /ethnic categories.

Measure: Percent of enrollees by racial/ethnic group in developmental English, reading, and mathematics earning grades C or above, reported separately by discipline.

Benchmark: 70%

Outcome: English: 58.6% (up from 53.6% the previous year)

Reading: 75.0% (up from 71.3% the previous year)

Math: 52.2% (down from 53.0% the previous year)

The most recent data available is for the 2013-2014 academic year. Because the number of students in each non-white racial category is not reportable (N less than 50), the percentages provided are for all non-white racial categories taken as a whole.

Efforts to meet benchmark: All developmental courses have been redesigned. The increases in English and Reading are credited to the redesigned curriculum which have been fully implemented. The redesigned Math curriculum was fully implemented last year and, while there was a slight drop for this year of less than one percent, the students are adjusting to the new redesigned curriculum and the College expects better performance in the second and third years of implementation.

Measure: Percent of fall first-time fall cohort needing developmental coursework who completed all recommended developmental courses within four years of entry, by racial/ethnic group.

Benchmark: 60%

Outcome: 48.9% (down from 64.4% last year)

The most recent data available is for the fall 2009 cohort. Because the number of students in each non-white racial category is less than 50, the percentages provided are for all non-white categories taken as a whole.

Efforts to meet benchmark: The newly redesigned curriculums to multiple modules for developmental courses has impacted students and allowed them to extend their efforts to complete the developmental courses over additional semesters. This should level out over time and we expect it to again approach or surpass the established benchmark.

Measure: Percent of first-time fall cohort enrolling in subsequent spring term, by racial/ethnic group.

Benchmark: FT 80%, PT 55.5% for all racial/ethnic categories

Outcome: Full-time: 71.4% (down from 72.57% last year) Part-time: 70.8% (down from 75.9% last year)

Because the number of students in each non-white racial category is less than 50, the percentages provided are for all non-white categories taken as a whole. The most recent data available is for the 2014-2015 academic year.

Efforts to meet benchmark: Continual marketing to explain the benefits of completing an associate's degree prior to graduation; personal contact to those who have not reregistered; personal attention to those students identified by faculty as being at-risk; implementation of a student loan program. The overall retention and graduation rates for the College are presently at an all-time high. The benchmark for full-time students is very aggressive and one the College hopes to eventually meet.

Measure: Percent of fall first-time fall cohort attempting 18 hours during the first two years, who graduated, transferred, earned at least 30 credit hours with a cumulative grade point average of 2.0 or greater, or were still enrolled four years after entry, by racial/ethnic group.

Benchmark: 75%

Outcome: 67.6% (down from 72.1% last year)

Because the number of students in each non-white racial category is less than 50, the percentages provided are for all non-white categories taken as a whole. The most recent data available is for the fall 2008 cohort.

Efforts to meet benchmark: The College is in the process of implementing areas of study, graduation plans, pathways, and mandated checkpoints to help ensure student success. The Ellucian Student Planning Module is fully implemented and all new students receive an academic plan to graduation upon enrollment that is used and adjusted with academic advisors and faculty for the students' time at the College. The planning module should increase the students' performance on this measure.

IV. Employee Development

Goal: Employees will be culturally competent and racially and ethnically representative of Carroll County.

Intended Outcomes:

1. Secure a faculty and staff that mirror our service area demographics.

Activity:

a. Assure that the college's staffing is representative of demographics in the service area and enhance opportunities for creating diverse pools of job applicants, including hiring greater diversity among the adjunct faculty.

2. Diversity is identified as an institutional goal during recruitment, interviewing and new employee orientation.

Activity:

a. Expand cultural competencies training (i.e. responses to / rights related to different types of harassment) within programs for employee orientation and staff development.

3. Cultural competencies will be further integrated in staff development and training provided for all faculty and staff

Activities:

- a. *Include diversity-related workshops in January and August full-faculty development events (ideas: working with English Language Learners; developing cultural intelligence, Understanding rights of and resources for students with disabilities, etc.)*
- b. *Plan and promote a variety of diversity-related events (workshops, book discussions, films) during the semester; encourage staff and faculty participation in one event per semester*
- c. *Use Diversity logo to easily identify activities and events*

Measure: Racial/ethnic composition of all full-time and part-time employees.

Benchmark 8.3%* (The current percentage of non-whites within the service area population.) *Updated

Outcome: 8.1% as of November 1, 2014

Efforts to meet benchmark: The 8.1% is very close to the benchmark of 8.3% within the service area population. Given the small number of total employees, differences of only one employee can significantly increase or decrease this percentage.

Measure: Institutional Effectiveness Indicator 48, Percent of employees agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity; from employee satisfaction surveys conducted by Institutional Research; top 3 ratings on a five-point scale.

Benchmark: 90%

Outcome: 90.8% (From the 2015 employee survey.)

Measure: Institutional Effectiveness Indicator 49, Percent of employees agreeing that the college creates an atmosphere of inclusion for all members of the college community; from employee satisfaction surveys; top 3 ratings on a five-point scale.

Benchmark: 90%

Outcome: 93.2% (From the 2015 employee survey.)

Section II

Students

The Admissions Office handles the bulk of the student recruiting efforts expended by the college and generally approaches the community as a whole rather than targeting any individual group. In general, the majority of the focus is directed towards those individuals who have recently graduated or are about to graduate from high school. There are many initiatives and approaches taken to ensure that the

college reaches underrepresented groups such as race and first generation students from more rural areas. They include:

- Visiting each of the eight public high schools within the county at least four times each academic year.
- Attending college or career fair evening or weekend events hosted by Carroll County public high schools and the Career and Technology Center.
- Scheduling individual meetings with students who have been identified by high school counselors as needing extra attention gearing themselves toward college.
- Meeting with students and ESL high school coordinators.
- Coordinating field trips and/or information sessions, tours etc. at the college to give students an opportunity to visit CCC.
- Collaborating with Marketing and Creative Services to identify students from various race and ethnic backgrounds for use on recruitment publications.
- Offering information sessions to all GED classes to guide them into appropriate courses after GED completion.
- Providing targeted publicity for all campus wide recruitment events to ensure that all public, private, and homeschooled students within the county are equally informed.
- Sending a continual public message of open enrollment, affordability, quality education, and student support.

Funding for diversity events and programs continues to be an area of concern and need. The College continues to offer the best possible “home-grown” programing. The College offered the following events and programs during the 2014-2015 academic year for the student body and College community. These events were primarily sponsored by the Student Life Office and the Student Government Organization.

Dates	Time	Event	Location	Descriptions
September				
Monday, Sept 8 & Tuesday, Sept 9	10am-1pm	Club Fair	Great Hall	This fair allows a diverse group of Carroll student clubs to come together and share their mission, vision, and activities with other students.
Monday, Sept 15 & Tuesday, Sept 16	10am-1pm	Community Fair	Great Hall	This is an opportunity for students, faculty and staff to interact with representatives from various community partners. The partners will provide information on service and internship experiences.
Friday, Sept 26	8:30 am-4 pm	iServe Trip to SERRV International	New Windsor, MD	SERRV International is a nonprofit organization with a mission to eradicate poverty wherever it resides by providing support to artisans and farmers worldwide. This service opportunity will allow students to learn about Fair Trade and package handmade items from all over the world.

October				
Friday, Oct 3-Saturday, Oct 4		Chester River Service and Leadership Retreat	Eastern Shore, MD	On this service and leadership retreat to the Echo Hill Outdoor School on the Eastern Shore, students will participate in outdoor adventures, test your leadership skills and help promote stewardship of Maryland's most valuable watershed with an environmental service project.
Monday, Oct 6	2:30-5:30	iServe trip to Copper Ridge	Sykesville, MD	Copper Ridge is an organization which serves people in our senior community who may be dealing with memory loss or memory impairment. Students will be helping the residents carve pumpkins for Halloween!
Friday, Oct 10	8am-2pm	iServe trip to First Fruits Farm	Freeland, Maryland	Help harvest fresh fruits and vegetables to provide healthy and nutritious meals to individuals in need! The Fresh Fruits Farm is located in Freeland, MD
Monday, Oct 13	12:30-1:30 pm	Indigenous Peoples' Day	Great Hall	Piscataway Nation Singers and Dancers welcome this opportunity to educate and entertain audiences who want to learn more about Native American history, culture and contemporary issues.
November				
Wednesday, Nov 5	3:30-4:30 pm	Human Services Program Workshop	P520	Human Services Program of Carroll County, Inc. is committed to improving the quality of life and self-sufficiency of at-risk and low-income Carroll County residents by providing assistance with basic needs, advocacy, linkages to resources and opportunities to enhance life skills. Come learn about what this organization has to offer our community—and how you can get involved!
Tuesday, Nov 11	5-7 pm	Education Department Movie: Temple Grandin	L287	A biopic of Temple Grandin, an autistic woman who has become one of the top scientists in the humane livestock handling industry.
Saturday, Nov 15	6:45 AM-11:30 pm	New York Blast Trip	NYC	Join us as we travel to the Big Apple to see Radio City Christmas Spectacular! Tickets are available in the Business Office Monday, October 6 th .
Monday, Nov 17 th	3:30-4:30 pm	Positive Language Workshop	A125	Learn more about the power of language. How we speak and the words we choose have a much larger impact than we may think.
Friday, Nov 21	10:30 am-	Poverty Simulation	K100	This workshop allows participants to assume the roles of mid to low-income family members living on a limited

	1:30 pm			budget. The simulation creates awareness for participants who serve clients within this population, and helps them gain a better understanding of the systems that the clients have to navigate to survive.
Tuesday, Nov 25	6 pm-8 pm	iServe Trip to the Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
December				
Monday, Dec 1	2:30-4:30 pm	iServe trip to Copper Ridge	Sykesville, MD	Copper Ridge is an organization which serves people in our senior community who may be dealing with memory loss or memory impairment. Students will be helping the residents make Christmas crafts!
Friday, Dec 5	10am-4pm; Various times	iServe trip to Neighbors in Need	Westminster, MD	The Holiday Program of Neighbors in Need helps Carroll County residents provide holiday presents for their family. Families in need are able to "shop" (at no cost) in the Holiday Shop.
January				
Monday, Jan 19	9am-1pm	MLK Day of Service	McDaniel College	This event is to help Carroll County Public School students understand the significance of two of the things Dr. King was most passionate about—civility and service!
Tuesday, Jan 27	6-8 pm	iServe trip to the Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
February				
Monday, Feb 9-Tuesday, Feb 10	10 am-1 pm	Club Fair	Great Hall	This fair allows a diverse group of Carroll student clubs to come together and share their mission, vision, and activities with other students.
Thursday, Feb 12	3:30-4:30 pm	African American magicians in Contemporary Society	Great Hall	The history of African American magicians is as sparse as the number of them that are performing professionally. Throughout American history, black magicians have achieved great skill in both the tricks of the trade and the business side of the performing. However, slavery and racial discrimination took its toll on the careers and

				memories of early black magicians, preventing them from becoming household names such as Keller, Thurston and Houdini in the magic community and the world at large.
Thursday, Feb 12	4-6pm	Relationship Workshop	K122	Learn how to build healthy relationships from the Marriage and Relationship Education Resource Center in Carroll County
Monday, Feb 16-Friday, Feb 20		Diversity Week		Various Diversity-related events planned this week (see below)
Monday, Feb 16	3:30-4:30 pm	Leadership and Diversity Workshop	TBD	Understanding how to lead a diverse team, the challenges you will face and the potential for success.
Wednesday, Feb 18	10 am-1 pm	Community Fair	Great Hall	This is an opportunity for students, faculty and staff to interact with representatives from various community partners. The partners will provide information on service and internship experiences.
Tuesday, Feb 19	11:30-1	Meet and Greet Luncheon	Great Hall	Come enjoy free Asian cuisine as you discuss topics of Chinese culture with other Carroll students, faculty, and staff.
Thursday, Feb 19	12:30-1:30 pm	Chinese New Year Celebration	Great Hall	The origins of Chinese Lion Dance may reach back more than two thousand years. With this continuous history, the Lion Dance is an integral part of Chinese culture and Southeast Asian cultures of Vietnam, Korea, Japan, and Malaysia. The Wong People's Lion Dance Team presents an artful, educational and entertaining exhibition and martial arts demonstration.
Friday, Feb 20	8:30 am-4 pm	iServe trip to SERRV International	New Windsor, MD	SERRV International is a nonprofit organization with a mission to eradicate poverty wherever it resides by providing support to artisans and farmers worldwide. This service opportunity will allow students to learn about Fair Trade and package handmade items from all over the world.
Tuesday, Feb 24	6-8 pm	iServe trip to the Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
March				

Tuesday, Mar 10	3:30-4:30 pm	Leadership Colors Workshop	P520	Ever wonder why you work better with some people more than others? This workshop will help you to explore your own leadership style and provide tips for working successfully with other leadership styles.
Tuesday, Mar 17	3:30-6:30 pm	iServe trip to the Boys and Girls Club	Westminster, MD	The Boys and Girls Club provides healthy, supervised after-school programs and activities for children in Westminster. On this day, we will plan a St. Patrick's Day party for them that they will never forget!
Tuesday, Mar 24	6-8pm	iServe trip to the Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
Sunday, Mar 29-Saturday, Apr 4		Alternative Spring Break to WV		Ever hung drywall or shingled a roof? Now's your chance! We'll travel to Lewisburg, WV for the week to partner with Habitat for Humanity, working on affordable housing that will benefit families living in poverty. Come help us rebuild lives this spring break!
April				
Friday, Apr 3	9:30 am-3:30 pm	iServe trip to My Sister's Place	Baltimore, MD	My Sister's Place is a comprehensive resource center, a single location where women can find resources to get help with health, returning to work and financial problems. Help us plan, prepare, and serve a meal at this center. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that day.
Tuesday, Apr 14	9:30-10:30 pm	Running a Non-Profit Workshop	K119	What business skills do you need to combine your passion for social justice and social change? What does it take to become a 501C3? Join us for a panel discussion with local non-profit owners and directors
Friday, April 24	6:45a m-11:30 pm	NYC Trip	New York City, NY	Join us as we travel to the Big Apple and explore the city on your own.
Friday, April 27	3:30-4:30	Student Diversity Panel about Positive Language	K100	Listen as students discuss candidly about how they have been affected by both positive and negative uses of language.
May				

Wednesday, May 6	10:30 am- 1:30 pm	SERRV Sale	Great Hall	SERRV International is a nonprofit organization with a mission to eradicate poverty by providing support to artisans worldwide and selling their craft items at fair prices. Two marketing classes planned this consignment sale with many fine handmade crafts you would see at the SERRV store in New Windsor, MD. 90% of the sale proceeds will go directly towards helping the artisans have access to food, shelter, health care and education. The other 10% of the revenue will be donated to the college's Foundation and will be put towards student scholarships at Carroll to help our own community have access to education.
Wednesday, May 6	6:30- 7:30p m	Leading and Managing People Workshop	C073	Most of us will find ourselves in leadership positions and formal management positions. This workshop analyzes what makes people tick and how to get the most out of them. We will also discuss real-world scenarios that challenge our presumptions on leading people.

Faculty and Staff

Since our Diversity/World View Plan's inception in 2009/10, Carroll Community College has made progress increasing minority representation among employees. However, during the last several years the college's efforts to recruit minorities have been somewhat stymied by the lack of vacancies as economic conditions have resulted in lower employee turnover and few new positions. Efforts to attract pools of qualified minority candidates include:

- Ensuring the broadest possible marketing of positions to potential applicants by conducting national searches for all full-time positions, including the routine use of higherjobs.com.
- Reaching out to the local minority community by regularly advertising in *The Baltimore Afro-American*.
- Reinforcing the college's mission during comprehensive training for search committee chairs.
- Ensuring that Human Resources reviews each step of the hiring process.

Section III

Curricular Initiatives

Recognizing the growing importance of global awareness and cultural competency skills, Carroll Community College includes a global awareness learning goal among its seven general education goals. Additionally, as a result of a recommendation of the Diversity/World View Steering Committee, the college requires each student to take a least one course that is "diversity certified." These courses are clearly marked in the college's catalog with the diversity logo. A continual assessment of each course's content provides assurance that sufficient emphasis is placed on diversity and global awareness.

Other efforts to introduce diversity into the curriculum include:

- Increase the number of “diversity certified” courses.
- Increase the number of “diversity certified” courses required for graduation.
- A proposed Letter of Recognition for students taking more Diversity/World View courses than required.
- Requiring DVTY-115 (Diversity in the U.S.: Living in a Multicultural Society) for Hills Scholars.

Co-Curricular Programming for Students

Carroll Community College provides a wide variety of opportunities for students to engage in diversity related activities. During the past academic year the college sponsored its fourth annual “Diversity Week” which included a discussion/luncheon attended by students, faculty, and staff; a workshop; a service learning opportunity; dance lessons; and a movie and discussion.

Throughout the year the college hosted thirty-six documented diversity related events including thirteen service learning opportunities, seven workshops, two student panel discussions, and a poverty simulation exercise. The Social and Cultural Awareness Academic Community and the Multicultural Club remained active.

Faculty and Staff Cultural Training

In the spring of 2014, college employees were surveyed regarding their preferences for additional diversity related training and events. The responses have been tallied and plans are being made for appropriate employee development.

In response to faculty/staff interest (expressed in the survey) for training in “accepting differences in cultural beliefs,” the employee development subcommittee implemented the following:

1. On September 23, faculty and staff attended a diversity-related book discussion piloted through a state-wide library initiative called One Maryland One Book. Employees read a non-fiction book which has a diversity theme.

The 2014 Maryland One Book was *“The Distance Between Us: A Memoir”* by Reyna Grande. Ms. Grande is an award-winning writer and was a finalist for the prestigious National Book Critics Circle Award in 2012. *“The Distance Between Us”* is Grande’s memoir about her life before and after immigrating from Mexico to the United States. It is an inspiring story about her pursuit of a better life. *The Los Angeles Times* called it “the Angela’s Ashes” of the modern, Mexican-immigrant experience. This was a brown bag event, and participants had lunch while they talked about the immigrant experience.

2. In March, 2015, a four-part class was held about recognizing the hidden signs of mental illness, which may be considered to fall under the category of diverse populations. As with many diverse populations, there is stigma attached to mental health issues.

The class was called “Mental Health First Aid.” The instructor was a nursing faculty member, who has been trained to offer the classes.

Mental Health First Aid is an eight-hour training course that teaches you how to help someone who is developing a mental health problem or experiencing a mental health crisis. People across the country—in all 50 states and the District of Columbia—are trained in Mental Health First Aid. They know how to identify, understand and respond to signs of mental illnesses and addictions.

Nationally, the course is delivered to college/university leaders; human resources administrators; nurses/physician assistants/primary care workers; public safety personnel; members of faith communities; social services staff and volunteers; policymakers and social workers.

3. In April, 2015, a panel of students representing diversity issues in gender; race; learning disability; physical disabilities; and cultures spoke with faculty and staff. They addressed the topic of “The Power of Positive Language.” Students shared personal stories about their own experiences in dealing with their own diversity issues in various settings at home and at school.

The student panel was moderated by Dr. Michael Stovall, Chair of Social Sciences and Dr. Kristie Crumley, Director of Student Life. The panel entertained questions from the audience at the end.

The presentation was video-taped and will be edited for college-wide online distribution to all employees to view this fall.



Cultural Diversity Plan

2015 - 2017

STATUTORY PROVISION §11-406 OF THE EDUCATION ARTICLE

Alignment with the Cecil College Cultural Diversity Plan

Overview of Alignment

Cecil College's Multicultural Services Department is guided by the Cultural Diversity Plan. The plan includes strategic objectives that are responsive to the needs of the College's student population and the surrounding community. Since 2012, this plan was intentionally aligned with the Maryland State statutory provision §11-406 of the Education Article. Inasmuch, the overarching strategic objectives included are: 1. Student Recruitment, Retention, and Academic Success, 2. Cultural Activities in Collaboration with Community Partners, 3. Inclusiveness and Critical Thinking in the Curriculum, and 4. Cultural Diversity in all areas of Employment and Professional Development.

NOTE: The 2015-2017 plan does not include progress-to-goal since all actions will be implemented as of September, 2015. Outcomes through spring 2015 are listed on pages 4-5.

Summary of Alignment by Criteria

1. A summary of the institution's plan to improve cultural diversity. Please include all major goals, areas of emphasis, and strategy for implementation. Also provide an explanation of how progress is being evaluated, where progress has been achieved, and where continued improvement is needed.

The Cultural Diversity Plan outlines clear objectives, specific actions and outcomes, and progress-to-goal under each strategic objective (pages 12-16). The actions and goals are based on an analysis of the College's demographic profile (pages 6-8) as well as the demographic profile for Cecil County (pages 9-10). A college committee formulated the plan. It was reviewed and revised based on the feedback of a community advisory board for diversity. Quarterly updates are documented and reported to the Board of Trustees and the community advisory board annually.

2. A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program specific initiatives.

Targeted actions and outcomes to attract and retain a larger minority student, faculty, and staff population are outlined in two of the four strategic objectives. Specific actions, measurable targets, and progress-to-goal are also identified. These are as follows:

- Strategic Objective 1: Student Recruitment, Retention, and Academic Success (pgs. 12-13)
- Strategic Objective 4: Cultural Diversity in Employment and Professional Development (pg. 16)

3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.

Targeted actions and outcomes to broaden cultural awareness and promote diversity through curricular alignment are outlined in two of the four strategic objectives. Specific actions, measurable targets, and progress-to-goal are also identified. These are as follows:

- Strategic Objective 2: Cultural Activities in Collaboration with Community Partners (pg. 14)
- Strategic Objective 3: Inclusiveness and Critical Thinking in the Curriculum (pg. 15)

4. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in the sections described above.

It is also notable that diversity is a core value in the College's Strategic Plan and included in the institutional mission as stated, "The College provides a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce."

CECIL COLLEGE

VISION

Cecil College, a dynamic and dedicated center of learning that transforms lives and strengthens our community.

MISSION

Cecil College is an inclusive, open-access college committed to academic excellence and service to the greater region. The College provides a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce. Further, Cecil College fosters intellectual, professional, and personal development through lifelong learning opportunities, the arts, and community engagement.

CORE VALUES

Cecil College takes *pride* in honoring our institutional values.

Collaboration: We foster a cooperative environment that is collegial, seeks consensus, and builds on the strength of each individual within the College and the community.

Compassion: We show care and concern for our students, our community, and each other.

Diversity: We embrace diversity, honor shared governance, and foster inclusiveness.

Excellence: We seek excellence in all facets of our academic enterprise and operations as we serve the College and community.

Innovation: We boldly pursue the most innovative learning environment for our students and community.

Integrity: We demonstrate honesty and respect at all times and act ethically in all matters.

Stewardship: We honor public trust by being principled stewards of the human, fiscal, and physical resources of the institution.

STRATEGIC PRIORITIES

Strategic Priority One: Drive *academic achievement*

Strategic Priority Two: Foster a *dynamic learning environment*

Strategic Priority Three: Expand and deepen *community alliances*

Strategic Priority Four: Stimulate *resource development* to prompt student success

STRATEGIC PLAN ALIGNMENT

The 2015-2020 Strategic Plan establishes the overarching priorities for Cecil College. This plan is supported and advanced through the work that is completed within each division of the institution. The Cultural Diversity Plan is one of seven subsidiary plans for the institution which specifically identifies actions and quantifiable outcomes that will be achieved to address objectives included in the institutional Strategic Plan. This alignment is noted in the italicized strategic objectives that are referenced throughout the plan.

OUTCOMES OF THE 2012-2014 CULTURAL DIVERSITY PLAN

Overview

The Cultural Diversity Plan is designed to promote, enhance, and embrace diversity at Cecil College. This subsidiary plan is written in support of the College's vision, mission and core values. The College with the assistance of the Multicultural Student Services Advisory Board (MSSAB) developed all actions and goals identified in the plan.

College staff implements and assesses the effectiveness of the Cultural Diversity Plan biannual during the two-year planning cycle. The current Cultural Diversity Plan ('15-'17) has the support of the Board of Trustees and the Advisory Board. Four overarching priorities have been identified and are advanced by actions and goals identified in the plan. The priorities are as follows: 1. Student Recruitment, Retention, and Academic Success, 2. Cultural Activities in Collaboration with Community Partners, 3. Inclusiveness and Critical Thinking in the Curriculum, and 4. Cultural Diversity in all areas of Employment and Professional Development.

The following section highlights outcomes of the 2012–2014 Cultural Diversity Plan.

Student Recruitment, Retention & Academic Success

- Despite the College's overall decline of 4% in fall '13, minority enrollment increased 22% between fall '12-fall '14 from 406 to 499 minority students.
- Participation in HS outreach events increased, subsequently, the enrollment of recent HS minority grads increased slightly.
- Retention rates from fall '12 to fall '14 increased from 35.3% to 40.9% after a sharp drop in the previous year. More work is needed to achieve the 46% goal. Subsequently, the mentoring initiative was expanded to address this objective.
- Created the Cecil College *Males of Color Initiative* where male employees and several community leaders serve as mentors to these students.
- Multicultural Recruitment Day in spring '15 included the participation of 60 high school seniors in a day of activities focusing on the value of education, class visits, and conversations with students.
- Hosted 33 CCPS high school senior males of color for the mentorship program. These students participated in the spring 2014 Next Steps Program.
- Advisors worked with minority athletes (45 students) to plan for completion and schedule building (fall 2012 through spring 2014).
- Monitored and mentored scholarship recipients for Muse and Alpha Phi Alpha Fraternity Scholarships. (3 scholarships received in FY '14)
- "Making Students Unique", peer to peer monthly mentoring program continued in FY '14.
- Degree completion for males of color advanced through participation in Maryland Male Students of Color Summit Nov. 1, 2013. Cecil sent a 13 member delegation. Three students and one employee presented at the summit.
- The number of minority graduates dropped from 50 to 40 students from 2013 to 2014. Although there was a decline across these years, this still represents an increase from 2012 levels of 26 graduates.

Cultural Activities in Collaboration with Community Partners

- Participation in 4 different church events in FY '14 & FY '15.
- Advertisements of multicultural events were widely distributed at churches in Cecil, Harford and New Castle Counties through social media and print pieces.
- Marketing flyers, digital signs, social media for annual events hosted by Multicultural Student Services. Events included Hispanic, Native American, Martin Luther King, Jr. Women's History, Asian and special events included Unity Day 2013 and Celebration of Song and Dance 2012 & 2014.
- Co-hosted the annual Minority Scholarship Night with Cecil County Branch NAACP.

- Outreach efforts included attending church services, church anniversaries, youth programs and church award ceremonies in FY '14 and FY '15.
- Cecil County Branch NAACP honored Cecil College at its 50th Anniversary Freedom Fund Banquet-2012 and selected a member of the College's leadership team and trustees as the Visionaries of 2015.
- Alpha Phi Alpha fraternity offers mentoring opportunities annually for Cecil students.
- College president, staff and students attend the Alpha Phi Alpha Scholarship Banquet annually.

Inclusiveness and Critical Thinking in the Curriculum

- Perspectives in Human Diversity, as a General Education Course in the Social and Behavioral Sciences to encourage more students to enroll in the course.
- Unity Day expanded cultural representation to 12 different cultures.
- The number of events offered has exceeded 12. The aggregate attendance has grown by approximately 15% by launching programming at Elkton Station and adding new events. Multicultural Celebrations included:
Hispanic Celebration: 81 participants
Native American Celebration: 75 participants
African American Celebration: 85 participants
Women's History Celebration: 46 participants
- The Assessment Committee selected three additional courses which include general education diversity component and one non-credit course. These courses were launched fall 2013 and document student learning outcomes related to diversity awareness. This expands capacity to encourage students to enroll in coursework that broadens cultural diversity awareness.
- Continuing Education programming was expanded to include diversity elements identified by the Elkton Station Diversity Team. Efforts have been made to incorporate diversity awareness in out-of-class programming made available to non-credit students.

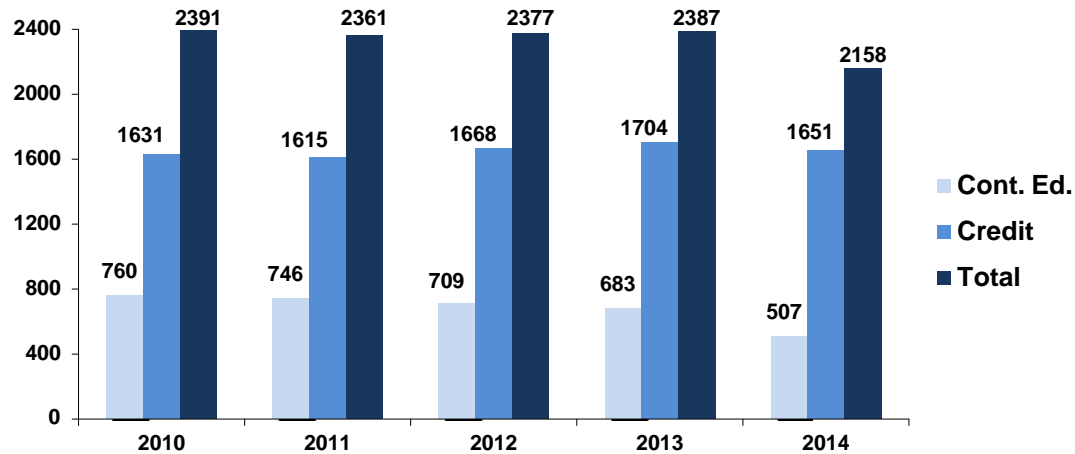
Cultural Diversity in all areas of Employment and Professional Development

- Analysis of FY '14 employment demographics reflected that 10.5% of the full-time college employees are minorities which parallels the race and ethnicity of Cecil County residents.
- A comparison of the 2013 versus 2014 full-time employee minority representation showed a slight increase from 9% to 10.5%. Increases in minority representation occurred in the administrative and faculty ranks while classified minority employees decreased by 1 individual.
- The College joined the Mid-Atlantic Higher Education Recruitment Consortium, an organization dedicated to the recruitment and retention of minority faculty and now actively posts all new hire openings through a complement of Historical Black Colleges and Universities.
- Orientation for searches has been standardized and launched so that information is shared at the start of each search.
- All College employees were required to complete an online training program in diversity in FY '14.
- Campus Safety & Security information (Clery Report) was posted in print and online for current and prospective students.
- Civility elements were threaded throughout all student orientation programs.
- Multicultural Services hosted "Justice versus Injustice: Policing America". The program included a presentation and discussion of the impact of race, profiling, and hate crimes in today's society. More than 50 students, staff, and community representatives attended the event.
- Web-based professional development seminars in Cultural Sensitivity and Diversity are a required element in the professional development series for all employees.
- Expanded programming & communications posted on MyCecil, and a multicultural brochure and a newsletter was created and distributed in FY '12 – FY '14.

SITUATION ANALYSIS – Internal Factors

Institutional Enrollment Highlights

Annual FTE for Credit and Continuing Education



ANNUAL Credit Enrollment by Race/Ethnicity (2010 – 2014)

	2010	2011	2012	2013	2014
African American	201	240	274	241	244
Part-Time	138	145	174	160	150
Full-Time	63	95	100	81	94
American Indian	15	13	19	15	16
Part-Time	10	12	13	9	7
Full-Time	5	1	6	6	9
Asian	28	27	29	25	33
Part-Time	18	15	18	19	17
Full-Time	10	12	11	6	16
Hispanic	47	45	61	64	47
Part-Time	26	31	47	31	18
Full-Time	21	14	14	33	29
White	2065	2176	2217	2142	2171
Part-Time	1236	1445	1471	1440	1329
Full-Time	829	731	746	702	842

FALL 2014 Credit Enrollment Summary

RESIDENCY

	Headcount				FTE			
	In County	Out of County	Out of State	Total	In County	Out of County	Out of State	Total
2013	2223	115	231	2569	693.2	31.8	71.6	796.6
2014	2173	142	237	2552	676.0	40.1	66.6	782.7
% Diff.	-2.2%	23.5%	2.6%	-0.7%	-2.5%	26.1%	-7.0%	-1.7%

SELECTED DEMOGRAPHIC INDICATORS

	Gender		Enrollment Status		Admission Status		
	Male	Female	FT	PT	New	Continuing	Re-admit
2013	962	1607	1039	1530	732	1502	335

2014	980	1572	1013	1539	801	1452	299
% Diff.	1.9%	-2.2%	-2.5%	0.6%	9.4%	-3.3%	-10.7%

DIVERSITY

	African American	American Indian	Asian	Hispanic	Other	Total Minorities	Caucasian	Total
2013	286	52	50	108	2	498	2266	2764
2014	305	46	70	127	0	548	2462	3010
% Diff.	6.6%	-11.5%	40.0%	17.6%	-100%	10.0%	8.6%	8.9%

*Race and Ethnicity is reported as a duplicated headcount in accordance with regulation.

AGE

	<17	17 – 20	21 – 25	26 – 30	31 – 40	41 – 50	51 – 60	> 60
2013	34	1123	617	221	278	189	78	29
2014	69	1108	605	260	249	160	81	20
% Diff.	103%	-1.3%	-1.9%	17.6%	-10.4%	-15.3%	3.8%	-31.0%

Source: 10/17/14 Daily Enrollment Report

Graduation Rates

2013 Ethnicity of Graduates (Total Graduates = 273)

African American	29	10.6% of graduating class
Asian	6	2.2% of graduating class
American Indian	3	1.1% of graduating class
Hispanic	9	3.3% of graduating class
Other	3	1.1% of graduating class
Total Minorities	50	18.3% of graduating class

2014 Ethnicity of Graduates (Total Graduates = 302)

African American	21	7.0% of graduating class
Asian	2	0.7% of graduating class
American Indian	3	1.0% of graduating class
Hispanic	10	3.3% of graduating class
Other	4	1.3% of graduating class
Total Minorities	40	13.2% of graduating class

Retention Rates

Fall to Fall Retention

All Minority Students

Fall '09 to '10	Fall '10 to '11	Fall '11 to '12	Fall '12 to '13	Fall '13 to '14
42.0%	42.0%	45.7%	38.5%	40.9%

All Students

Fall '09 to '10	Fall '10 to '11	Fall '11 to '12	Fall '12 to '13	Fall '13 to '14
47.6%	45.9%	48.8%	47.4%	46.8%

Fall to Spring Retention

All Minority Students

Fall '10 to Spr. '11	Fall '11 to Spr. '12	Fall '12 to Spr. '13	Fall '13 to Spr. '14	Fall '14 to Spr. '15
64.2%	72.2%	60.5%	68.2%	69.3%

All Students

Fall '10 to Spr. '11	Fall '11 to Spr. '12	Fall '12 to Spr. '13	Fall '13 to Spr. '14	Fall '14 to Spr. '15
69.6%	68.4%	68.7%	69.5%	69.8%

Cecil College Employment Diversity - 2014

2014 Ethnicity	Administrative Professional	Classified Staff	Faculty	Grand Total	% of Total
American Indian or Alaska Native		1		1	0.6%
Asian			3	3	1.8%
Black or African American	5	2	3	10	5.8%
Hispanics of any race	2	1	1	4	2.3%
White	81	27	45	153	89.5%
Grand Total	88	31	52	171	
Minority % by Category	8.0%	12.9%	13.5%	10.5%	
African American %	5.7%	6.5%	5.8%	5.8%	

SITUATION ANALYSIS – External Factors

Cecil County: Population Highlights

Sources: US Census Quick Facts (<https://quickfacts.census.gov>) and Maryland State Data Center

- As of 2013, Cecil County's population, including municipalities, is estimated at approximately 101,913, a 0.8 percent increase over the County's population of 101,108 in 2010. This number is projected to be 125,250 by 2030, a 23 percent increase.

Population Projections: Cecil County, Maryland

Population		2013	2020	2030	Change 2013-2030	
					#	%
TOTAL		101,913	108,600	125,250	+23,337	+22.9%

- By 2030, the County's share of the statewide population is projected to rise from 1.7% to 1.9%.
- The county population continues to grow but not at the rate that was projected in 2010. Since 2010, the increase has averaged .8% annually and was anticipated to grow 1% or more annually (US Census, Quick Facts, 2013).

Cecil County: Race & Ethnicity

Total Population, 2013 estimate	101,913
White	86.5%
Black	6.5%
American Indian	0.4%
Asian	1.2%
Hispanic	3.9%
Pacific Islander	0.1%
Two or More Races	2.1%

Source: Cecil County, Maryland Census Quick Facts

Cecil County: Education Highlights

- Educational Attainment in the United States (Source: American Community Survey, 2011, 2014):

Level of Education	% of total	
	2011	2014
Less than 9 th grade	4.3	4.7
9 th to 12 th grade, no diploma	7.9	6.9
High school graduate (including equivalency)	37.8	29.7
Some college, no degree	23.8	16.7
Associate's degree	5.0	9.9
Bachelor's degree	15.3	20.2
Graduate or professional degree	5.9	11.8

Cecil County Public Schools Highlights

Source: Maryland State Department of Education Report Card, 2014

- Enrollment in the public schools has declined from 15,937 in 2011 to 15,824 in 2014 from the previous four years.

- The four-year adjusted cohort dropout rate for Cecil County and the State of Maryland has declined each year since the class of 2010. The most recent adjusted cohort dropout rate for Cecil County class of 2014 is 9.09% while the State of Maryland is 8.35%.
- Cecil County minority student enrollment is 20.5% of the total population enrolled in grades K-12, or 3,249 students. 27.8% of these students (900) are enrolled in grades 9-12.

Cecil County Public School Enrollment by Race (K-12)						
Total	Amer. Indian	Asian	African Amer.	Hispanic	Pacific Rim	2 or More Races
3249	41	132	1336	900	20	820
Approximate Enrollment by Race in Grades 9-12						
900	0	51	451	219	0	179

2015 Cecil County Public Schools Profile (Seniors Self-Reported)								
	Gender			Ethnicity/Race				
	M	F	Total	Nat. Amer	Asian	Afr Amer	White	Hisp
Attend Four-Year College in MD	84	87	171	1	11	25	127	7
Attend Four-Year College Out of State	66	96	162	1	4	18	135	4
Attend an Ivy League School	*	*	2	0	0	0	0	0
Attend MD 2-Year College (Not Cecil College)	21	41	62	2	1	17	41	1
Attend Cecil College	152	187	339	2	4	28	295	10
Attend 2-Year College Out of State	5	13	18	1	0	4	11	2
Attend Career or Technical School/Training	49	35	84	1	0	15	67	1
Enter Employment (Related to high school program)	39	11	50	0	0	3	47	0
Enter Employment (Unrelated to high school program)	68	51	119	1	0	12	100	6
Enter Military	43	8	51	1	0	6	41	3
Enter Supported Employment (Individuals with disabilities)	11	6	17	0	0	1	15	1
Enter a Community Living Program	1	1	2	0	0	0	2	0
Other	4	3	7	0	0	0	7	0
*TOTAL Graduates	543	539	1084	10	20	129	888	35

Targeted Actions and Outcomes

Student Recruitment, Retention and Academic Success

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Increase the number of minority students who enroll.	Increase the enrollment of students of color by 3% annually in FY '16 & '17. <ul style="list-style-type: none"> • Increase outreach efforts at area churches. • Broaden focus of recruitment to target a wider range of racial and ethnic groups. • Participate in 4 community events & programs in geographic locations where more minority residents can be informed of college opportunities. 	L. Hoxter C. Mishoe M. Michaels	•
Increase the rate of enrollment of Cecil County High School minority graduates in CC	Increase minority enrollment at Cecil among recent CCPS grads by 3% in fall '15 – fall '16. <ul style="list-style-type: none"> • Increase participation in Multicultural Recruitment Day by 15 and increase the number of applicants by 15. • Host a Multicultural Open House for CCPS students and parents from 4 high schools by spring 2016. 	L. Hoxter T. Swan C. Mishoe	•
Develop and implement new recruitment strategies that target minority out-of-district students.	Increase the enrollment of minority out-of-district student by 2% in FY '16 & '17. <ul style="list-style-type: none"> • Visit high schools in DE & PA using student ambassadors to recruit 2-4 students at the selected site. • Participate in 4 community events in locations where residents are not aware of Cecil programs and scholarship opportunities. • Identify out-of-district students to implement four targeted social media messages to encourage enrollment. 	M. Jerome L. Hoxter T. Grinnage	•
Increase the promotion of financial aid options to minority populations as a recruitment & retention tool	Increase the rate of minority students receiving fin. aid or scholarships by 2% in FY '16 & '17. <ul style="list-style-type: none"> • Secure scholarship funds to assist students with educational needs by contacting non-traditional resources (fraternities, sororities, veterans, community groups). 	A. Solecki L. Hoxter M. Moore	•

Expand recruitment activities to increase the enrollment of minority students who transition from non-credit to credit courses	<p>Enroll 6 non-credit students annually who continue their education after cont. educ.</p> <ul style="list-style-type: none"> • Increase the credit enrollment of ABE/GED students by in FY '16 & '17. • Increase the credit enrollment of healthcare students by 2 in FY '16 & '17. • Increase the credit enrollment of business students by 2 in FY '16 & '17. 	L. Hoxter C. Fletcher K. York	•
Develop and launch targeted retention strategies for minority students.	<p>Increase the annual fall-to-fall, minority retention by 2% annually in FY '16 & '17.</p> <ul style="list-style-type: none"> • Identify key barriers that influence attrition and introduce aggressive strategies to reconcile. • Offer acad. skills workshops for new students 2X/semester in FY '16 & '17. 	L. Hoxter D. Gischel T. Swan	•
Launch strategies to target students in college prep courses to improve their academic success levels and retention.	<p>Improve success rates of minority students in dev. educ. by 1% in FY '16 & '17.</p> <ul style="list-style-type: none"> • Offer writing workshops 2X annually. • Offer academic skills workshops for new students 2X/semester in FY '16 & '17. • Host a "Math Made Easy" activity for students by spring 2016. 	T. Swan M. Samuel L. Hoxter	•
Offer summer programs for minority students to sustain engagement in Cecil and to increase the return rates in the fall semester.	<p>Increase spring to fall retention of minority students by 2%.</p> <ul style="list-style-type: none"> • Offer April workshops regarding the impact of degree completion on employability for at least 20 students in FY '16 and '17. • Offer summer mentoring for minority students in FY '16 and '17. • Offer summer internships for 3 minority students in FY '16 and '17. 	T. Swan A. Coston L. Hoxter	•
Expand the peer-to-peer mentoring program as a mechanism to improve retention rates of minority students.	<p>Offer 2 programs/semester in FY '16 & '17 for at least 20 new minority students to create peer connections and encourage retention.</p> <ul style="list-style-type: none"> • Provide an orientation/workshop each semester for new and returning students. • Identify and assign mentors for a minimum of 10 new students annually. • Assign an academic advisor to each program participant. • Expand "Making Students Unique" (MSU peer mentoring program: FY '16 & '17). 	L. Hoxter D. Porter C. Lampkin MSU	•

Cultural Activities in Collaboration with Community Partners

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Collaborate with CCPS to provide programming for high school students which focus on the value of education.	<ul style="list-style-type: none"> Develop strategies to increase dual enrollment among minority students in spring '16 as a pathway to pursuing college after high school. Participate in 2 existing CCPS programs to broaden student awareness of college in FY '16 and ongoing. Host a multicultural education awareness forum FY '16 & FY'17. 	L. Hoxter T. Jones (CCPS)	•
Enhance the level of communications between the College and regional churches	<ul style="list-style-type: none"> Formalize the use of newsletters distributed in area churches annually. Advertise the College's Multicultural Programs through church announcements and social media. Visit 4 local churches and/or church events annually. Co-host 2 activities with churches in spring 2016 and 2017. 	L. Hoxter C. Conolly	•
Increase partnerships among the College and regional organizations that serve diverse populations in Cecil & Harford counties and DE.	Brand Cecil College as a Center for Multicultural Programming in the region. <ul style="list-style-type: none"> Host 2 diversity meetings and attend 3 off-campus events each semesters. Develop a special topics discussion series to engage community leaders. Expand opportunities for Multicultural Advisory Board members to meet Cecil College employees by Spring 2016. 	L. Hoxter	•
Collaborate with churches and local organizations to target families and encourage attendance in the College's Multicultural programs.	Target families as a means to establish early engagement in Cecil College and increased attendance in college events. <ul style="list-style-type: none"> Promote family friendly aspects of existing programs to increase attendance rates by 5%. Develop communications targeting guardians of students in grades 8-12. 	C. Mishoe M. Michaels A. Markey	•

Inclusiveness and Critical Thinking in the Curriculum

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Increase academic pathways with faculty and multicultural services	<ul style="list-style-type: none"> Expand collaborative programming opportunities with faculty and Elkton Station Diversity Team, Multicultural Student Union and Multicultural Student Services Advisory Board in FY'16 and FY'17. 	D. Linthicum L. Hoxter	•
Infuse multiculturalism, pluralism, and global awareness into the educational curriculum	<ul style="list-style-type: none"> Establish and offer diversity in curriculum training to all new faculty members during their first academic year. Implement a Visiting Diversity Scholar Program. 	D. Linthicum C. Cashill	•
Achieve diversity balance in among full-time and adjunct faculty members as a mechanism to strengthen the engagement and completion rates of minority students.	<ul style="list-style-type: none"> Increase the percentage of diverse full-time and adjunct faculty members to meet or exceed the Cecil County Minority Persons Census percentage of 13.5% 	D. Linthicum C. Cashill	•
Investigate and capitalize on opportunities to target and offer diversity events.	<ul style="list-style-type: none"> Assess 2 topics that expand awareness of diversity issues in credit offerings by spring 2016. Assess 2 topics that expand awareness of diversity issues in continuing education offerings by spring 2016. 	D. Linthicum Dean L. Hoxter	•

Cultural Diversity in Employment and Professional Development

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Increase the percentage of African American full-time faculty	<ul style="list-style-type: none"> • Increase full-time African Amer. faculty by 3% & adjunct faculty by 2% by FY '17. • Aggressively target minorities for full-time faculty positions through MSSAB, HBCUs, MD Diversity Roundtable, and minority publications by fall 2015 and ongoing.. 	C. Cashill with Hiring Supervisors L. Hoxter	•
Demonstrate support for the advancement of minority hires as a standard practice in all search processes.	<ul style="list-style-type: none"> • Provide information to search committees to ensure that the membership is aware of the College's diversity goals. • Sustain protocols for adequate levels of diversity for candidate and finalist pools in all searches. 	C. Cashill M. Mickle	•
Offer a full complement of professional development activities celebrating ethnicity and diversity	<ul style="list-style-type: none"> • Increase student attendance by 5% annually over the next two years. • Increase staff attendance by 5% annually over the next 2 years • Include Cultural Sensitivity training in the mandatory professional development programs completed by all employees. 	L. Hoxter Acad. Dept. Chairs C. Cashill	•
Heighten awareness of the consequences of prejudicial behaviors through programming & communications.	<ul style="list-style-type: none"> • In accordance with the Clery Act, publish hate crime statistics annually. Information will be available in publications, website, and Office of Public Safety. • Continue civility training in student orientation & leadership programs. • Involve staff in implementation of the Cultural Diversity Plan in FY '16&'17. 	C Conolly W. Woolston C. Skelley L. Hoxter	•

Chesapeake College Cultural Diversity Plan 2015 Progress Report

Chesapeake College understands that a diverse faculty, staff, and student body will enhance the overall learning experience, and is proud to see on our campus diversity in race, age, ethnic background, religious choice, and ability. Through curricular and co-curricular activities, students are engaged in an environment that fosters diversity. Both academics and student success faculty and staff are aware of and committed to creating a learning environment that is respectful of diversity in all its aspects, a place where differences can be acknowledged and celebrated instead of ignored or hidden.

Chesapeake College Cultural Diversity Planning and Assessment

The College created its first cultural diversity plan in 2009 and reaffirmed its second plan in 2013. In 2014, that plan was restructured to better align with the College's new strategic plan goals. The Diversity Committee, made up of cross-divisional representation, was created in 2009 to ensure for successful implementation of the College's Diversity Plan. Referencing Senate Bill 438 and House Bill 905, cultural diversity is defined as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.

The goals set forth in Chesapeake College's 2014-2018 Diversity Plan (long-term) encompass a broader view of diversity, respecting differences and promoting inclusion of all individuals regardless of race, ethnicity, nationality, culture, gender, age, religion, sexual orientation, socioeconomic status, military service, and abilities. The plan, considered by the College to be a cross-divisional plan because the responsibility for administration extends across multiple divisions, contains four macro-level goals – three of which are directly aligned with the College's Strategic Plan and one is a cross-divisional goal – and each goal has a number of strategies for achievement of the goal. The structure follows:

Goal	Strategies
Strategic Plan Goal 1: Transform the Student Learning Experience	<ul style="list-style-type: none">• Evaluate general education course curriculum to annually assess student learning outcomes of cultural diversity and ethics competencies• Enhance continuing education offerings on diversity and multicultural issues• Offer a variety of multicultural activities, events and learning opportunities that increase exposure to diverse people, cultures, ideas and viewpoints to the general public• Expand and enhance partnerships designed to extend diversity and multicultural education to the broader community• Faculty share best practices on varied teaching approaches to support the learning of diverse populations

Goal	Strategies
Strategic Plan Goal 3: Improve Student Goal Attainment	<ul style="list-style-type: none"> • Evaluate and improve academic programs to close the minority achievement gap • Evaluate student support programs (e.g. SAIL, FOCUS, Academic Support, TRIO) to ensure adequate support services are provided for "AT RISK" student populations (e.g. Veterans, adult learners, English speakers of other languages (ESOL), under-prepared, low-income, minority, first-generation, students with disabilities) • Evaluate academic pathways to credit courses and support needs of English Speakers of Other Languages (ESOL) students
Strategic Plan Goal 4: Growing Enrollment	<ul style="list-style-type: none"> • Evaluate strategies of the college's Marketing Plan to ensure successful implementation and that it adequately addresses under-served and under-enrolled (e.g. male, low-income, first-generation, minority) student populations
Other Cross-Divisional Goal: Recruit, hire, retain and support a diverse workforce	<ul style="list-style-type: none"> • Evaluate college policies and procedures to identify if any barriers exist in the recruitment, retention and promotion of diverse faculty and staff • Implement cultural diversity appreciation training for faculty and staff

Each goal has a number of quantitative measurable outcomes associated with it. The complete list of 18 measures is:

Goal	Measurable Outcomes
Strategic Plan Goal 1: Transform the Student Learning Experience	<ul style="list-style-type: none"> • Graduates' experience at Chesapeake developed their ability to recognize and appreciate cultural diversity • Graduating students' satisfaction with aspects of diversity: <ul style="list-style-type: none"> a. The overall college climate promotes respect for inclusiveness b. College staff and faculty demonstrate a commitment toward equity for all students c. Student groups are accepting of diverse student backgrounds d. I have had exposure to multicultural perspectives in my course work e. I have had exposure to multicultural perspectives in the college activities I have attended.
Strategic Plan Goal 3: Improve Student Goal Attainment	<ul style="list-style-type: none"> • Minority Achievement Gap: White vs. minority student fall-to-fall retention • Minority Achievement Gap: White vs. first-time student successful-persister rate • Minority Achievement Gap: White vs. minority first-time student graduation-transfer rate • Program Achievement: FOCUS vs. Non-FOCUS Male First Generation students fall-to-fall retention • Program Achievement: TRiO vs. SSS eligible but not served first-time persistence
Strategic Plan Goal	<ul style="list-style-type: none"> • Credit/Developmental: percent minority student enrollment

Goal	Measurable Outcomes
4: Growing Enrollment	<ul style="list-style-type: none"> Continuing Education: percent minority student enrollment Headcount of veterans enrolled in credit/ developmental classes Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses Continuing education enrollment of senior citizens
Other Cross-Divisional Goal: Recruit, hire, retain and support a diverse workforce	<ul style="list-style-type: none"> Percent minorities of full-time faculty Percent minorities of full-time administrative and professional staff

Subject matter experts, in conjunction with the office of Institutional Research, Planning and Effectiveness, developed terminal year target values for each outcome that reflect expected performance over the entire plan period. Additionally, targets were established for FY2015 that reflect expectations for the current year, based on annual action plans associated with the various goal strategies. The targets are compared against actual values to determine level of progress. Areas deemed deficient based on this review will receive additional focus in the next year's action plans.

Efforts to increase the numerical representation of traditionally underrepresented groups

The Mid-Shore service area relies on Chesapeake College to create an atmosphere that is welcoming to all students, visitors, and employees. The college is fully aware of the important role it plays in building this sense of community, as well as of the richness added to the campus by a diverse population. Efforts are continually being made throughout the college to reach out to groups that have been traditionally underserved.

To recruit new students, it is essential for college representatives to go into the community and local schools to provide information, as minority status is often related to lower socio-economic status in the service region of Chesapeake College, and there is extremely limited public transportation in the mid-Shore area. During the Fall 2014 and Spring 2015 semesters, the Director of Multicultural Affairs and the Director of Student Recruitment/Outreach conducted a minimum of 18 visits to the service region public high schools to share information with prospective Dual Enrollment students and high school seniors interested in attending Chesapeake following high school graduation. Specific services included college interest meetings, on-site Accuplacer testing, and registration sessions. The Accuplacer assessment was also offered to ESL and as interpretation of their scores was provided. The counselors at each of the high schools were made aware of the visits and services available and encouraged to promote Chesapeake College to minority, culturally diverse, and first generation college-bound students.

Chesapeake College hosted an annual open house in April 2015. Approximately 300 high school students were in attendance, largely comprised of minority (including Hispanic students) and other culturally diverse college prospects. Bus transportation increases ease of attendance at this event. Individual and small campus tours were also given throughout the year to increase

awareness of admissions and enrollment procedures, and college programs (credit and noncredit) among culturally diverse students. In addition, the Office of Admissions and Multicultural Affairs conducted the following activities:

- 6 middle school visits (totaling over 400 students) in which students were exposed to career exploration sessions, college information; an overview of financial aid; interactions with current traditional age students, and more.
- Presentations were given to after-school programs and high school homework clubs in Caroline and Queen Anne's Counties for the purpose of raising higher education awareness; promoting financial aid and scholarship resources; and disseminating career and transfer program information.
- Area churches were contacted both semesters and multicultural marketing materials were distributed to church leaders, representatives, and members.

In the Division of Continuing Education and Workforce Training, there is a wide array of recruitment and information initiatives to inform service region residents, businesses and potential students about educational opportunities. FY2015 activities included information meetings, participation in events sponsored by local organizations and agencies, and wide distribution of materials describing the programs offered on campus and in the community.

The Adult Education Program offered registration and classes in more than 40 locations throughout the communities we serve. More than 300 information and registration sessions were held annually in the community, and more than 60 classes were offered throughout the year. Chesapeake College Adult Ed program staff maintained offices at the One Stop Centers, Family Support Centers, and Social Service Offices throughout the community and served as a resource to these agencies on a daily basis.

In addition, presentations have been made targeted to community organizations with a diverse focus, such as the opening ceremony of new Hispanic Community Organization, El Puente, in Caroline County; recruitment at Chesapeake Multicultural Center back-to-school night and partnerships at the Multicultural Center to provide Citizenship classes; outreach through Spanish advising in a migrant camp in Kent County and at various advanced level Adult Education ESL classes, and recruitment presentations given to over 500 adult ESL students to encourage Chesapeake College for their children. The Kent Learning Center in Rock Hall and expanded opportunities at the Caroline County Library have provided additional opportunities for workforce training as well as GED and ESL courses. Information meetings were held with local officials and community groups in Marydel, Millington, Caroline County Boards of Education, Chamber of Commerce and Economic Development Commission and other communities to bring Adult Education classes to their communities.

Cooperation with area employers is also important to increase educational opportunities for international workers. Continuing Education has partnered with groups such as the Caroline Business Symposium, the Workforce Investment Board and the Partnership in Rapid Response Sessions for employees of local businesses who were closing, as well as employers such as The Hyatt, The Hilton, REEB, The Whalen Company, The Inn at Perry Cabin, The Great Gourmet, & Shuman's Cleaning Services. Continuing Education instructors have developed courses such as

Workplace English and Workplace Literacy Classes, and expanded the offering of Command Spanish classes into the community. Other efforts have reached toward organizations and agencies often showing larger populations of underrepresented communities, including offering classes to the inmates at Detention Centers in all the service region's five counties and developing close working relationship with ESL Coordinators in the five county public schools and Family Center Coordinators from the from the five counties.

Besides outreach into the community, an important part of the college's effort to increase services to traditionally underrepresented populations involves coordination with Chesapeake College faculty and advising services to increase awareness of ESL offerings and services, and efforts to increase awareness of language needs for many minority students. This effort included research and creation of the presentation, "Language Minority Students at Chesapeake College." This presentation has been piloted with staff from the Learning Resource Center, Sociology Department, and Adult Education, and is focused on improving outcomes for African-American students. The ESL Instructional Coordinator also works in advising, helping bridge the transition from noncredit to credit classes, and an ESL student advisor meets with students in Spanish or English assisting with additional needs such as FASFA, Dream Act, visa and DACA questions. A strong cooperative relationship between the ESL Academic English grant-funded program and the English Department has been forged over the years to ensure alignment and smooth transitions for ESL students, and, recognizing that language skills are also important in other content areas besides English classes, Continuing Education developed a low level English for Academic Math program.

Another goal of the College's Diversity Plan is to, "*Recruit, train and support a diverse workforce.*" The college has been successful in minority staffing. In fact, the Maryland Higher Education Commission (MHEC) cited two performance indicators relating to this goal requiring explanation in the 2015 Performance Accountability Report.

Percent minorities of full-time faculty

Percent minorities of full-time administrative and professional staff

MHEC's review concluded: "*The College is to be commended for its year-by-year increases for the College on both indicators, having exceeded the benchmarks set. Please describe what factors contribute to these successes and whether the College expects these trends to continue.*"

The Human Resources department monitors all employment policies to ensure no barriers exist for employees from diverse backgrounds. Also closely monitored are exit interview data from employees to assess whether there are diversity issues or concerns that we need to address. Chesapeake College turnover continues to be low, at 9.19%. It should also be noted that the college again offered a voluntary retirement incentive for employees who met the age and service requirements. This incentive increased the turnover rate by 2.3%. This data was reviewed. Although we are always concerned when we lose our minority employees, this feedback provided further information that was also shared with the consultant hired to conduct diversity training in 2014.

It is also important to note that we are dealing with small numbers of employees so a few individuals may have a large impact. There are less than sixty full-time faculty and turnover is relatively low. In December of 2013, Chesapeake College offered a voluntary retirement incentive to employees over sixty-five years old who had at least 15 years of service, and this incentive was offered again in December 2014. In fiscal 2015, seven new full-time faculty members were hired, one of whom is African-American.

Human Resources representatives also meet with each search committee to explain our commitment to diversity and to encourage search committee members to consider diversity during the selection process. In preparation for the searches, the Dean of Arts & Sciences (all new hires were within this division), who also serves as co-chair of the Diversity Committee, met with Human Resources to discuss advertising and recruitment strategies. In addition to the usual sources of advertising, ads were placed in *Diverse Issues in Higher Education*, and Historically Black Colleges and Universities in the area with graduate programs in the search areas were contacted for additional recruitment efforts; job fairs at those colleges were explored but cost factors were prohibitive in our current budget cycle. Instead, we made personal efforts through phone calls and email to share the openings with known contacts in those colleges. Recruitment advertising for part time faculty was concentrated in the local newspapers, where the readership generally follows the demographics of the supporting counties.

All search committee members also receive a packet of information on hiring procedures that includes information on fair hiring practices and allowed questions, and the chair of each search committee emphasizes the college commitment to increasing the diversity of our teaching faculty.

Because we are such a small institution and our overall percentages can be impacted greatly by just a few hires and/or terminations, it is difficult to say whether this upward trend in our diversity percentages will continue. However, we remain committed to making diversity a priority at Chesapeake College.

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Faculty and staff both need training and practical ideas for more fully meeting the needs of a diverse population. Co-chairs of the Diversity Committee have begun attending the newly revived Maryland Diversity Roundtable, which has become a great resource for networking and learning about diversity trainers who have been successful in other community colleges. After a year of collecting information, the committee plans to recommend a training plan for faculty, focusing on practical ways of handling difficult conversations in the classroom, and designing assignments that will assess student competency in understanding diverse perspectives.

Two members of the Continuing Education staff, the ESL Instructional Coordinator and the ESL Transition Specialist for Adult Education attended the National Transitions Conference in Rhode Island to gain more information about best practices in transitioning ESL students into credit courses.

The graduating student survey questions students each year about their perceptions of the college's commitment to inclusiveness and equity on campus, as well as their actual instruction in multi-cultural perspectives. The diversity metrics based on this survey have not shown increases as expected, reflecting the need for additional focus throughout the college experience. Part of our work here lies in finding exactly where and how multicultural perspectives are addressed in our classrooms. During the 2014-2015 Academic year, Chesapeake College faculty, led by the General Education Committee and the Director of Academic Assessment, finalized changes to the General Education Program at Chesapeake as well as the assessment methods for the program. With new outcomes approved, faculty members were then asked to meet in departmental groups to complete a course information sheet for each of the over 400 courses listed in the college catalogue, and select competencies to assess in each of these courses. General education courses were required to select three, and non-general education courses two. The chart below reflects these selections as of July 2, 2015, showing that 48% of general education courses and 15% of non-general education courses selected "diverse perspectives" as an outcome, but only 15% and 13%, respectively, selected "ethics" (which is also considered in our diversity reporting). While the 48% shows outstanding support for teaching and assessing diverse perspectives in the core general education courses, we would like to see stronger support for teaching and learning in this area across the college, as well as for the ethics competency. The Director of Academic Assessment and the chair of the newly established Academic Assessment Committee are revising this plan to share with the committee in the near future, ensuring that all the competencies, including ethics and diverse perspectives are given sufficient attention throughout the credit offerings.

GEN ED COMPETENCY			3 COMPETENCIES		2 COMPETENCIES	
	ALL COURSES (353)	%	GEN ED COURSES (40)	%	NON-GEN ED COURSES (313)	%
COMMUNICATION	187	53%	25	63%	162	52%
CRITICAL THINKING	198	56%	32	82%	166	53%
TECH LITERACY	39	11%	4	10%	35	11%
INFO LITERACY	56	16%	18	45%	38	12%
SCIENTIFIC/MATHEMATICAL	47	13%	19	48%	28	9%
DIVERSE PERSPECTIVES	66	19%	19	48%	47	15%
ETHICS	46	13%	6	15%	40	13%

Not surprisingly, among the general education courses currently electing to assess "diverse perspectives", we find Cultural Anthropology, art, music, and film classes, Composition, Psychology, and all history courses. Among non-general education courses, faculty who selected this competency were found in Early Childhood Education, Food Preparation, Economics, foreign language courses, Nursing, and Medical Emergencies.

Courses electing to specifically teach and assess ethics were often found in practica and workshops, as well as courses in counseling, paralegal studies, criminal justice, counseling, accounting and business, and clinical experience courses. World Civilization courses (I & II) are among the few general education courses opting to focus on ethics.

As the revised assessments plan and process are put into place in AY 2016, we will begin to assess the effectiveness of classroom work in these areas.

Learning also takes place out of the classroom, and co-curricular events help to build student engagement in the college. Staff members scheduled 33 events this year and recorded consistent increase in attendance of minority students. This initiative is a priority. Since FY2007, the college's minority population has increased by 6% and English for Speakers of Other Languages students have increased by 387%. Faculty and staff have collaborated to increase the number of

co-curricular activities.

Other initiatives that are central to the cultural diversity plan that are not captured above

A very successful Black History Luncheon was held at Chesapeake College in February 2015. Over 125 guests were in attendance. While this is an annual event, this year's luncheon was enhanced by the participation of local high school students. A local African-American high school student served as the main presenter. The student's presentation focused on academic success, career and personal success, and motivation as it relates to achievement. At least 25-30 high school students were in attendance and five minority Chesapeake College students were in attendance to assist with the event.

Continuing education staff members have also been instrumental in designing programs that reach out to non-English speaking parents of potential credit level students. For example, a campus tour was given in Spanish for Spanish speaking parents of middle school children during a middle school outreach effort, and a French and Spanish speaking South American Adult Education transition coordinator was hired who now helps current second language students and their families negotiate any difficulties with the college system.

The Director of First-Year Programs oversaw development of the FSC/SAIL classroom, which allowed the director to standardize the Freshman Seminar Course (FSC) experience and provide Success and Interactive Learning (SAIL) participants with a home of their own, which increased cohesiveness of the group and allowed for expansion of SAIL-related activities at one central location. These programs provide invaluable support for first generation college students, many of whom are minorities.

The campus process for the reporting of hate-based crimes consistent with federal requirements

The *Chesapeake College Emergency Procedures Guide* is printed annually and is available to all employees on the College's Website. It is intended for the use of faculty, staff, and students of Chesapeake College specifically to provide information on how to respond to possible emergency conditions on campus. It covers such areas as bomb threats, chemical spills, crimes, serious injuries or illnesses and fires. Chesapeake College encourages employees to keep the *Manual* in an easily accessible location at all times, preferably beside the telephone. New employees are made familiar with it as part of their orientation program.

Additionally, the *Chesapeake College Student Handbook and Academic Calendar*, provided free-of-charge to all students, includes information on reporting of crimes and emergency contact numbers.

All reports of criminal activity and other emergency situations will result in a response by a member of the Chesapeake College Department of Public Safety from the Wye Mills Campus, Cambridge Center or, the Allied Health Center. The appropriate emergency response agency will also be contacted to respond if deemed necessary for further investigation.

Federal regulations call for colleges and universities to report crime statistics to students, employees and upon request to applicants for enrollment or employment. These requirements stem from the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (2013 Amendments). In accordance with the U.S. Department of Education Regulations, Chesapeake College distributes an Annual Security and Fire Safety Report to all current students, staff, and faculty. In addition, the report is available to prospective students, staff, and faculty upon request. The Director of Public Safety makes this report available upon request.

The Annual Security and Fire Safety Report provides important information regarding campus crime and security, including information about Chesapeake College's Department of Public Safety, drug and alcohol abuse, sexual assault policies, and crime statistics for the previous three years.

Relating more specifically to diversity concerns, Chesapeake College strictly prohibits any type of hate crime against any of its faculty/staff, students, visitors, and guests. According to the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (2013 Amendments), a hate crime includes Clery Crimes that manifest evidence that the victim was intentionally selected because of the perpetrator's bias based upon race, religion, ethnicity, natural origin, gender, sexual orientation, or gender identity. Categories of hate crimes include the following: murder/non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, simple assault, intimidation, and destruction/vandalism of property.

In the event of a hate crime occurrence, a victim, witness, or anyone who discovers the incident is encouraged to contact the Chesapeake College Department of Public Safety. Victims or witnesses may also contact the Queen Anne's Sheriff's Office, the Maryland State Police Centreville Barrack, Cambridge Police Department, or the Maryland Human Relations Commission.

If any of the above crimes are reported to the Chesapeake College Department of Public Safety or local law enforcement, it will be classified as a hate crime by law enforcement if there is sufficient evidence that the crime was committed based on the suspect(s)' bias towards the victim's race, religion, ethnicity, natural origin, gender, sexual orientation, or gender identity.

Victims, witnesses, or anyone who discovers a hate crime may report it in person or by phone to the Chesapeake College Department of Public Safety. They may also contact local law enforcement or the Maryland Human Relations Commission in person or by phone. The campus community can be notified and updated of any hate crime by various modes of communication such as Twitter, college email, college voicemail, and computer monitor messaging.

After a crime has been reported, the Chesapeake College Department of Public Safety will work in conjunction with local law enforcement officials, or other investigative agencies in conducting hate crime investigations.

COLLEGE OF SOUTHERN MARYLAND

**Maryland Higher Education Commission (MHEC) Cultural Diversity Report
(September 1, 2014-June 30, 2015)**

Submitted by:

**Makeba L. Clay
Associate Vice President, Institutional Equity and Diversity
September 1, 2015**

COLLEGE OF SOUTHERN MARYLAND

Cultural Diversity Plan Update

2014-2015

Ongoing Objectives for FY '15

Goal 1: CSM effectively meets the life-long and diverse educational, workforce development, cultural, and community needs of a changing Southern Maryland.

Objective 1.1

Develop recruitment strategies to increase the diversity of the student body.

ACTION ITEMS:

1.1d: Host student focus groups for students of color and students of varying cultural background to gather campus climate data and share data with appropriate departments and committees. (PRE/DIV)

Related to student success efforts at CSM, the Institutional Equity and Diversity Office has continued to meet with student participants who are engaged in the newly established Men of Excellence Mentoring program for African American males to solicit feedback on their academic and social experience at the college. The feedback obtained from students during this past academic year will assist in the further development and expansion of the program which is focused on academic success, career exploration, community service and leadership development.

Objective 1.4

Increase the opportunities for students to complete bachelor's degree programs in Southern Maryland.

ACTION ITEMS:

1.4c: Expand collaborative partnerships with four-year institutions that result in more bachelor-degree completion opportunities for CSM graduates at CSM campuses, the Southern Maryland Higher Education Center, Bowie State University, Capital College, St. Mary's College, the Waldorf Center for Higher Education, and other Southern Maryland venues. (VP DAA)

CSM has conducted a review of four-year articulation agreements, conducted a gap analysis, and developed and begun implementation of plans to expand opportunities for four-year degrees in southern Maryland as well as in online venues.

We have recently negotiated dual and guaranteed admissions agreements with St. Mary's College and the University of Maryland College Park. Expanded partnership opportunities include the Waldorf Center programs for RN to BSN (UMUC), and the exploration of new programs in secondary education (languages and sciences) with Towson University.

Goal 2: CSM promotes student success by providing outstanding education and related support services that help students achieve their goals.

Objective 2.1

Increase the number of African-American students who transfer and/or graduate.

ACTION ITEMS:

2.1a: Examine issues - both academic and social integration issues - around the first year of college and develop programs and services that provide African-American students with a stronger foundation for college success. (VP LEON/DSI EMT)

CSM has conducted extensive research on best practices for the first year of college and has developed a First Year Seminar course that considered the academic, social integration, and student success aspects of the first year experience in a theme-based research course that was piloted in the fall 2013 semester. The course was designed in keeping with best practices developed through an inter-divisional workgroup that began with a week-long AAC&U High Impact Practices institute during which the team worked with national experts in first year seminars. It is expected that the course will be fully implemented by fall 2015.

During the upcoming year we will have an opportunity to review and evaluate the experiences of students enrolled in the First Year Seminar courses, with a particular interest in gauging opportunities to enhance the experience of students of color.

2.1b: Identify and implement programs that help African-American students make progress toward their goals and assist them in modifying their goals as appropriate. (DSI EMT/VP DSI)

In the spring of 2014 the college administered The Community College Survey of Student Engagement (CCSSE). Data drawn from the CCSSE provides the college with useful starting points for looking at institutional effectiveness in the areas of student learning, persistence, engagement and attainment. Themes taken from the data were reviewed and analyzed, and areas of opportunity will be implemented into the next Institutional Strategic Plan.

2.1f: Explore the feasibility and desirability of launching a mentoring program for African-American male students. Provide findings and recommendations to appropriate departments and committees. (PRE/DIV)

The Men of Excellence program has been in existence since 2013 when it welcomed 15 men into the program. The number swelled to 35 the following year. Additionally, this past academic year the program boasted a 90% retention rate from fall to spring, 85% retention rate of students planning on returning to CSM in the fall and a 15% graduation or transfer rate for spring 2015.

ACTION ITEMS:

Goal 3: CSM is the employer of choice of a diverse workforce.

Objective 3.1

Integrate a culture of diversity, inclusion and civility throughout the institution.

ACTION ITEM:

3.1b: Conduct diversity climate review for each unit. Provide findings and recommendations to appropriate departments and committees. (PRE/DIV)

This year the college began the process of reviewing particular departments and units with regards to equity and inclusion. Additional climate reviews will be held college-wide.

Objective 3.2

Increase the percentage of minority employees so that the college's workforce better reflects the demographics of the region.

ACTION ITEMS:

3.2b: Explore issues regarding minority employee retention. Provide findings and recommendations to appropriate departments and committees. (VP GCO/HRD, PRE/DIV)

The college has done fairly well with the recruitment and retention of minority employees. However, we would like to further examine the climate for underrepresented members of the workforce to ensure that we are continuing to foster a welcoming and supportive environment for all. Data obtained from the recently distributed PACE survey will be helpful as well as the possibility of focus groups, roundtable discussions, etc.

The College will continue to monitor the progress of minority hiring and retention rates in all job groups and will continue to promote the value of a competent and diverse workforce.

Appendices

Appendix 1: Special Highlights and Accomplishments (FY '15)

Appendix 2: New Initiatives and Special Programs (FY '16)

Appendix 3: Diversity Programs (2014-15)

Appendix 1: Special Highlights and Accomplishments (FY '15)

Community Mediation Center

The Institutional Equity and Diversity Office applied for, and was awarded a grant from the Maryland Mediation and Conflict Resolution office (MACRO). The Community Mediation Center will work in partnership with the schools, the courts, and local community organizations to provide free conflict mediation services to members of the community.

Choose Civility Southern Maryland

Key principles from the “Choose Civility Southern Maryland” program continue to be incorporated into the work and life of organizations within the community. During the course of this year, several local book clubs have been formed in public and private sector organizations; local school systems have incorporated the principles from the program into their character education programming, and the library systems have also hosted public programs based on this effort.

United Nations Day

During the Fall of 2014, the Diversity Institute partnered with the Nu Zeta Omega Chapter of Alpha Kappa Alpha Sorority, Inc. and Triple Mazing Connections in observance of United Nations Day. “Global Classrooms” is a Model United Nations, wherein students step into the shoes of UN Ambassadors and debate a range of issues on the UN agenda. Middle and high school students from Calvert, Charles and St. Mary’s counties participated in the event which cultivates literacy, life skills and the attitudes necessary for active citizenship. Also, international students living in Southern Maryland also participated in the program, bringing a true global perspective.

Men of Excellence Leadership and Mentoring Program

The Institutional Equity and Diversity Office entered its second year coordinating the Men of Excellence Leadership and Mentoring Program. The program has doubled the number of participants, while retaining a strong number of students from the previous year. The impact of the program has helped students develop academic, financial, professional, and life skills that will allow them to succeed in college and beyond. In addition to skills development, the program provided internal and external speakers to help inspire participants through personal storytelling and guidance. The program is currently reviewing and analyzing data for impact on retention and academic performance.

Men of Excellence Summer Academy

The Men of Excellence Summer Academy was designed as a summer bridge experience to allow incoming students an opportunity to get a head start on their college careers and develop essential skills aimed at preparing for greater academic success. With 25 participants, the academy provided students with an orientation to the college and its resources through student engagement, academic enrichment in English and Mathematics, team building and leadership development. All students who tested into Developmental Math were given an opportunity to begin early on the course modules. This program will continue to run annually for at least two weeks in early August. Over half of the participants continued into the full program in the fall.

Hispanic Heritage Observance

The Institutional Equity and Diversity Office provided a robust array of programs for Hispanic Heritage month. A highlight for students included the opportunity to learn about the Mexican tradition of Dia de Los Muertos (Day of the Dead). In addition to a documentary *Calling Home the Dead*, skull and face painting activities were offered. Author, Juan Gonzalez, provided a discussion following the documentary, *Harvest of Empire: The Untold Story of the American Latino*. Additionally, a Peruvian Marinera dance troupe visited the La Plata Campus to perform traditional Peruvian dances. Finally, the Diversity Institute partnered with the Southern Maryland Library Association and the Maryland Humanities Council in the “One Maryland, One Book” initiative which highlighted, *The Distance Between Us*, by Reyna Grande which

shared Ms. Grande's immigration experience. A contest was also developed to encourage community members to write their stories based on themes from the book. The title of the contest, "What's Your Story" provided participants to craft stories around any of the following themes: poverty, immigration, education, achievement, the pursuit of happiness, and the American dream. Winners were awarded signed copies of "The Distance Between Us" and a published book of their stories that was distributed at an event on December 7 at the Southern Maryland Library Association office. There were 3 winners in both the youth and adult categories.

Lesbian, Gay, Bisexual, Transgender and Questioning Programming

The Institutional Equity and Diversity Office provided multiple events in October in celebration of LGBTQ Awareness and "National Coming Out Day." Events included a unique discussion about the intersection of faith and sexuality with pastor, theologian, author and activist, Pastor Chris Glaser at two of the three campuses. In addition, a screening of *Through My Eyes* which documents the stories of multiple young people of Christian faith and their personal stories of struggle in coming out as LGBTQ. Finally, Dr. Michael Kocet from Bridgewater State University provided education and awareness around LGBTQ issues in higher education and how to create a welcoming and inclusive campus for LGBTQ students through ALLY training—this was a huge success!

Disability Employment Awareness Month

In partnership with the Disability Support Services at the College of Southern Maryland we provided multiple events to bring awareness around disabilities. Dr. Michael Franch shared the progress in civil rights achieved by people with disabilities and how it continues to raise social questions. He addressed the complex issues confronting our changing society. In addition, the Diversity Institute, in partnership with the Multiple Sclerosis Association Maryland and the Health Sciences Department of the College of Southern Maryland hosted the documentary screening and discussion of "When I Walk", the story of 25-year-old Jason DaSilva who received a diagnosis of multiple sclerosis. Mr. DaSilva decided to chronicle his search for healing, self-discovery and love in the documentary.

Celebration of the 50th Anniversary of the Civil Rights Movement

The 50th anniversary of the Civil Rights Act was celebrated locally on November 18 in collaboration with the Southern Maryland Studies Center, and family members of local participants in the Civil Rights Movement in Charles County.

The Southern Maryland Studies Center coordinator gave a presentation about the Freedom Riders in Charles County, with historical background on what life was like at the time in the county. Following the presentation, Dr. Cicero M. Fain III, associate professor of African-American history and American history, moderated a panel with two daughters of Luther Stuckey, the charter president of the Charles County NAACP during the time of the 1960's.

In partnership with the Montgomery County Office of Human Rights, the Diversity Institute promoted a multi-state Civil Rights Educational Freedom Bus Tour that was held in April--there were fourteen participants from Charles County who registered through the Diversity Institute for this tour.

Try College for a Day

In partnership with the Charles County Public Schools, Men of Excellence Program, La Plata Student Association, and the Educational Talent Search Program at the College of Southern Maryland, the Institutional Equity and Diversity Office held a "Try College for a Day" program for approximately 130 local high school students. Guest speakers from the Admissions Office, Financial Aid Office, Diversity Office, Educational Talent Search, and the Vice President of Student and Instructional Support participated in the program. Students were also given the opportunity to attend short courses given by faculty at CSM, and were also taken on tours by current CSM students.

Native American Heritage Month Observance

The primary focus of the celebration for Native American Heritage Month was an exhibit and speaker series in partnership with the Piscataway Conoy Tribe and Charles County Public Schools. The Diversity Institute secured the *Piscataway Connections* traveling exhibit through the Accokeek Foundation and showcased the works throughout the

month of November. In addition to the exhibition, a speaker series provided participants an opportunity to learn about the history of the tribe, from pre-colonial contact, through modern day culture. In addition, Dr. Julia King from St. Mary's College of Maryland provided a discussion around local Piscataway archaeological finds.

World AIDS Day Activities

In partnership with the Charles County Government, Charles County Department of Health, the Charles County Public Schools, and New Life Church, the Diversity Institute and Institutional Equity and Diversity Office was able to provide multiple events, and free HIV screenings to the College of Southern Maryland and the community at large. Speakers from Love Heals, an organization focused on bringing awareness and education around HIV and AIDS in an effort to eliminate new infections, presented their personal stories of learning, surviving, and thriving with HIV. Free HIV testing was provided by the Charles County Department of Health throughout the week in connection with the events.

Community Conversations

In response to the racial tensions in Ferguson, MO; Long Island, NY and other cities across the country, the Diversity Institute hosted two community conversations. The first was held in September to provide community members the opportunity to discuss the topic, "Searching for Justice and Understanding" in the wake of the shooting of Michael Brown. The event was a panel discussion with youth, parents, law enforcement, educators and community leaders. The panel was hosted at South Potomac Church and moderated by the Senior Pastor, Dave Huffman. The dialogue was designed to engage the community by asking questions and sharing feedback to gain a deeper understanding and work toward justice for all.

The second event was held in December, the theme "Justice in America: Dialogue on Race and Law Enforcement". This event provided community members an outlet to discuss social issues and discuss the intersection of race, public policy and the law in the wake of Ferguson and similar tragedies that have impacted our community and the nation. The States Attorney for Charles County provided community members an overview of the grand jury process which seemed to mystify many citizens.

Participants were guided through small group discussions focused on current events and the potential impact these events could have on the local community. Our partners who served as facilitators were from the Community Mediation Center of Calvert County and St. Mary's County Government. After the conversations, the group reconvened for summary and potential next steps.

Creative Expressions Contest

The Diversity Institute partnered with the Charles County NAACP for a Creative Expressions Contest. Students from Charles County Public Schools and the College of Southern Maryland submitted entries related to the theme, "All for Justice and Equality" across the following categories: essay, spoken word, digital or art work. The winners were judged and awarded scholarships from the College of Southern Maryland Foundation at the 2015 Rev. Dr. Martin Luther King Prayer Breakfast sponsored by the Charles County NAACP and its partners.

Black History Month Observance

The Institutional Equity and Diversity Office provided multiple programs for Black History month that focused on history, the inter-section of Hip-Hop, history, culture, politics, and music. Most notable was executive producer, and speaker, James DeWolf Perry, and the documentary *Traces of the Trade: A Story from the Deep North*. Mrs. DeWolf Perry spent time at the LaPlata and Prince Frederick campuses for screenings of the film, followed by interactive discussions. Another prolific speaker, author and activist, Bakari Kitwana, provided two presentations for CSM and the greater community. The first presentation focused on the impact of Hip-Hop on the conversation of race, while the second focused on how Hip-Hop influenced the political spectrum and civic engagement, drawing from his books, *Why White Kids Love Hip-Hop* and *Hip-Hop Activism in the Obama Era*.

Women's History Month

The most notable event for Women's History Month included a discussion on domestic sex trafficking entitled, "Human Rights for Women and Girls" that was led by Executive Director for Rights4Girls, Malika Saada Saar. In partnership with the Integrated Learning Center at the College of Southern Maryland, this event brought to light the often-unspoken problem of sex trafficking and child prostitution in the United States and how rights for the victims are often overlooked. In light of the undue criminalization of these young girls, and the inequitable minimization of justice to those who traffic and purchase these services in the current criminal justice system, Ms. Saada Saar discussed work that her organization is currently doing to bring the Justice for Victims of Trafficking Act to Congress.

Book Discussion: Why Are All the Black Kids Sitting Together in the Cafeteria and Other Conversations About Race

In response to growing discussions around the changing demographics of the CSM student population, a book discussion based on Dr. Beverly Daniel Tatum's *Why Are All the Black Kids Sitting Together in the Cafeteria and Other Conversations About Race* was developed with faculty in the Division of Social Sciences and Public Services. A panel of professors provided a backdrop on the book for two groups of participants. The first was a group of faculty and staff who work specifically with the student population. This group read the book, and had an in-depth discussion around various topics in the book. The second group was for students, faculty, and staff who had not previously read the book, and the panel of professors provided a summary of the book with limited discussion for participants. This book discussion was viewed as highly successful, and attendees have asked that the discussion continue on the other campuses in the upcoming academic year.

Sexual Assault Awareness

The Institutional Equity and Diversity Office created a Sexual Assault Awareness campaign that highlighted key facts along with statistical data on the prevalence of assault on women, men, and children. Additionally, in partnership with the Diversity Institute, local civic groups and crisis centers, the Clothesline Project provided an opportunity for survivors, students, faculty, staff and community members from all three campuses to bring awareness to sexual assault and violence through a t-shirt design activity. To supplement the activity, local speaker, author, and survivor, Yvonne Meddle, provided her personal story of abuse, survival and triumph. In addition to these activities, a presentation on the warning signs of an unhealthy relationship was provided in partnership with the Center for Abused Persons on all three campuses.

Related to this topic, a taskforce was created to review and update the policy on Sexual Misconduct, Relationship Violence, Stalking and Retaliation. This policy was submitted to the Board of Trustees, approved, and submitted to the Maryland Higher Education Commission. The taskforce is now focusing on the education, training and awareness of Title IX for faculty, staff and students.

Diversity Forum

The Diversity Institute hosted the "2015 Unity in OUR Community" Diversity Forum in April 2015. The forum, entitled, "Shaping a Stronger Charles County Together" offered community members a unique opportunity to help identify the opportunities and challenges that are facing our community related to the rapidly changing demographics. The forum provided an overview of the environmental scan administered by the college, along with a cross sector panel discussion that helped provide the framework for the day. Later, participants were divided into different breakout groups with a focus on the different sectors in the community: Public Education, Public Safety, Local Government, Local Businesses, Non-profit and Civic Groups, and the Social Sector (including Health, Recreation, Faith-Based, etc.). In each breakout session, participants were able to hear from members in these sectors about the challenges that they are facing with regard to the changing demographics. A facilitated discussion allowed participants to think about challenges as well as provide ideas for opportunities and solutions. Based on participants' response, the Diversity Institute will draft a strategic plan to address areas of opportunity that were discussed in each sector breakout, to help create a community

that values diversity and inclusion. Next steps will include creating focus groups in the community to flesh out and implement the plan and the Diversity Institute will report out on all activities at upcoming events and forums.

Appendix 2: New Initiatives and Special Programs (FY '16)

During the upcoming academic year a number of special programs and new initiatives will be explored and/or launched by various units at CSM.

Academic Affairs Division will be working on the following:

- Expand collaborative partnerships with HBCUs that result in more seamless transfer opportunities for CSM graduates.

- Increase the number and variety of programs offered through the Women's Research and Resource Council for faculty. Explore opportunities to expand programming for students.

Human Resources Department:

- Continue to build the new employee On-boarding program for new employees.

- Conduct diversity climate review for each unit along with IED. Provide findings and recommendations to appropriate departments and committees.

Institutional Equity and Diversity Office:

- Implement a mediation center for Charles County residents in partnership with the Charles County Courts, and other local government departments.

- Continued expansion of the Men of Excellence program and Men of Excellence Summer Academy. The goal is to continue to increase participation and retention in the program, while beginning to provide analysis of the first two cohorts.

- Increase programming and educational opportunities through the Diversity Institute, including diversity trainings, events, and exhibits for the Charles County community-at-large. Evaluations gathered from previous event evaluations and discussions will be used to shape the topics of programming and training.

- Increase and strengthen relationships with community partners in the tri-county area through the Diversity Advisory Council, Diversity Institute Advisory Council, Choose Civility Southern Maryland, and Institutional Equity and Diversity Office. Relationships will be mutually beneficial to increase understanding of diversity issues that are taking place in the community.

- Create an all-campus book read on Dr. Beverly Daniel Tatum's book *Why Are All the Black Kids Sitting Together in the Cafeteria and Other Conversations About Race*.

- Educator's Luncheon is being planned to provide educators from the tri-county region a training opportunity with the topic area of Multi-cultural Education.

- Create focus groups to support activities and planning for Diversity Institute Strategic Plan based on results from the 2015 Unity in Our Community Forum.

- 2016 Unity in OUR Community Diversity Forum to occur in spring of 2016.

-Launch sustained dialogues with the local community on topics recommended by participants of the 2015 Diversity Forum. The recommended topics include the following; stereotypes and cultures, racism and bias, your “attitude” in how you see the world.

Appendix 3: Diversity Programs (2014-15)

HISPANIC HERITAGE MONTH

CAFÉ Y DULCE (COFFEE & SWEETS) FOR STAFF & FACULTY

September 11, 23, and 25, 2:30-4 p.m.

FALL FESTIVAL – LATIN FIESTA!

September 18, 11:30 a.m.- 2:30 p.m.

“A DISTANCE BETWEEN US” by Reyna Grande

A COMMUNITY BOOK DISCUSSION IN PARTNERSHIP WITH THE SOUTHERN MARYLAND LIBRARY ASSOCIATION and THE MARLAND HUMANITIES COUNCIL

Wednesday, October 1 6-8 p.m.

HARVEST OF EMPIRE: THE UNTOLD STORY OF THE AMERICAN LATINO

Thursday, October 2, 2:30-4 p.m.

SPIRIT OF PERU

Thursday, October 9, 2:30-4 p.m.

UNITED NATIONS DAY

Saturday, October 25

DIA DE LOS MUERTOS CELEBRATION

Thursday, October 30, 2:30-4 p.m.

DISABILITY EMPLOYMENT AWARENESS MONTH:

COMMUNITY SCREENING: WHEN I WALK

Monday, October 27, 6-8 p.m.

DISABILITIES AND THE INCLUSIVE SOCIETY

Tuesday, October 28, 6-8 p.m.

LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUESTIONING AWARENESS

INTERSECTION OF FAITH AND SEXUALITY

Tuesday, October 7, 2:30-4 p.m. and 6:30-8 p.m.

JEANS DAY

Tuesday, October 7, all day, all campuses LGBT Ally stickers given away to participating students

THROUGH MY EYES – DOCUMENTARY SCREENING

Thursday, October 16, 2:30-4 p.m.

ALLY TRAINING WITH DR. MICHAEL KOCET

Thursday, October 30, 2:30-4 p.m.

Friday, October 31, 8:30 a.m.-1 p.m.

V E T E R A N ' S D A Y

CAUSE THEATER: A PIECE OF MY HEART

Thursday, October 16, 7:30-9 p.m.

Friday, October 17, 8-9:30 p.m.

VETERAN'S DAY BREAKFAST CELEBRATION

Tuesday, November 11, 10:20 a.m.-12 p.m.

VETERAN'S DAY RECOGNITION BRUNCH

Tuesday, November 11, 10:30 a.m.-2:00 p.m.

INTERSECTION OF FAITH AND SERVICE

Tuesday, November 16, 2:30-4 p.m.

NATIVE AMERICAN HERITAGE MONTH:

BLACK INDIANS: A HIDDEN HERITAGE, BOOK DISCUSSION

Tuesday, November 4, 2:30-4 p.m.

PISCATAWAY CONOY TRIBE "PISCATAWAY CONNECTIONS

Monday, November 10 Opening Ceremony and Piscataway Connections Exhibit

Tuesday, November 11 Speaker Series and Piscataway Connections Exhibit

Wednesday, November 12 Speaker Series and Piscataway Connections Exhibit

Thursday, November 13 Speaker Series and Piscataway Connections Exhibit

Friday, November 14 Piscataway Connections Exhibit

WORLD AIDS DAY EVENTS

WORLD AIDS DAY COMMUNITY EVENT

Monday, December 1, 7-9 p.m.

LOVE HEALS: LIVING WITH HIV

Tuesday, December 2, 2:30-4 p.m.

FREE HIV TESTING

Tuesday, December 2, 4-6 p.m.

Thursday, December 4, 2:30 - 4 p.m.

BLACK HISTORY MONTH

TRACES OF THE TRADE

Tuesday, February 10, 2:30 – 4 p.m. and 6:30 – 7 p.m.

JEFFERSON PRESENTS: A SPIRITUAL JOURNEY: A RECITAL OF SONGS AND SPIRITUALS FROM SLAVERY TO EMANCIPATION

Friday, February 13, 8 p.m.

HIP HOP AND THE NEW RACE CONVERSATION

Thursday, February 19, 2:30 – 4 p.m.

NARISSA BOND PERFORMS

Thursday, February 19, 2:30-4 p.m.

HIP HOP AND CIVIC ENGAGEMENT

Thursday, February 19, 6 – 7:30 p.m.

FOR COLORED GIRLS WHO HAVE CONSIDERED SUICIDE/WHEN THE RAINBOW IS ENUF

Thursdays, February 19 and 26, 7:30 p.m.

Friday and Saturday, February 20-21, 8 p.m.

Friday and Saturday, February 27-28, 8 p.m.

IS AFRICA MY HOME?

Tuesday, February 23, 2:30 – 4p.m.

W O M E N'S H I S T O R Y M O N T H

HUMAN RIGHTS FOR WOMEN AND GIRLS

Tuesday, March 3, 2:30-4 p.m.

BUFFALO SOLDIER, WILLIAM CATHAY: A LIVING PRESENTATION

Thursday, March 12, 2:30-4 p.m.

SEXUAL ASSAULT AND DOMESTIC VIOLENCE AWARENESS:

IS MY RELATIONSHIP HEALTHY?

Tuesday, March 31 – 2:30-4 p.m.

Thursday, April 2, 2:30-4 p.m.

Tuesday, April 7, 2:30-4 p.m.

THE CLOTHESLINE PROJECT

Monday, April 13 – Friday April 17

SURVIVOR SPEAKER SERIES: YVONNE MEDDLE

Tuesday, April 14, 2:30-4 p.m.

ADDITIONAL DIVERSITY PROGRAMS WITH THE DIVERSITY INSTITUTE

BOOK DISCUSSION: “CHOOSING CIVILITY: THE TWENTY-FIVE RULES OF CONSIDERATE CONDUCT”

Thursday May 1, 2-3:30 p.m.

Thursday May 15, 2-3:30 p.m.

Tuesday May 20, 9-10 a.m.

Wednesday June 4, 4-7 p.m.

Tuesday July 15, 9 a.m. – 3 p.m.

Wednesday July 16, 6-7:30 p.m.

Wednesday July 30, 9-12:30 p.m.

“SEARCHING FOR JUSTICE AND UNDERSTANDING” A COMMUNITY DIALOGUE

Thursday, September 18, 2:30-4 p.m.

CELEBRATING THE 50th ANNIVERSARY OF THE CIVIL RIGHTS ACT...A LOCAL CELEBRATION

Tuesday, November 18, 6:30 – 8:30 p.m.

“WHAT’S YOUR STORY WRITING CONTEST”

Sunday December 7

“JUSTICE IN AMERICA: A DIALOGUE ON RACE AND LAW ENFORCEMENT” A COMMUNITY DIALOGUE

Wednesday, December 10, 6:30-8:30 p.m.

“CREATIVE EXPRESSIONS CONTEST”

Monday January 19

BOOK DISCUSSION: “WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA”

Tuesday, March 24, 2:30-4 p.m.

Thursday, March 26, 2:30-4 p.m.

UNITY IN OUR COMMUNITY DIVERSITY FORUM

Saturday, April 25, 2015 9 a.m.-1 p.m.

MEN OF EXCELLENCE PROGRAMS AND SEMINARS

MOE FALL KICK-OFF AND STUDENT FACULTY MEET AND GREET

Friday, September 26, 1-4 p.m.

STEPS TO SUCCESS: PRESENTED BY ROMONDO GORDON, THE GORDON PROJECT

Wednesday, October 15, 12-2 p.m.

Thursday, October 16, 2:30-4:30 p.m.

TRUE MALE STORIES: PRESENTED BY VARIOUS PANELISTS

Wednesday, November 12, 12-2 p.m.

Thursday, November 13, 2:30-4:30 p.m.

TECHNIQUE FOR EFFECTIVE COMMUNICATION PART I: PRESENTED BY LENNY LEWIS TOASTMASTERS

Thursday, November 20, 2:30-4:30 p.m.

BASICS OF INVESTING: PRESENTED BY TAYVON JACKSON EDWARD JONES FINANCIAL

Wednesday, December 3, 12-2 p.m.

SPRING WELCOME BACK

Wednesday, January 21, 12-2 p.m.

Thursday, January 22, 2:30-4:30 p.m.

DOCUMENTARY SCREENING

Saturday, February 14

PERSONAL HEALTH AND WELLNESS

Wednesday, February 25, 12-2 p.m.

Thursday, February 26, 2:30-4:30 p.m.

EFFECTIVE NETWORKING TECHNIQUES

Wednesday, March 11, 12-2 p.m.

Thursday, March 12, 2:30-4:30 p.m.

MOE YEAR END AWARDS LUNCHEON

Thursday, April 23, 2:30-4:30 p.m.

MOE SUMMER ACADEMY

Monday, August 3 – Thursday, August 13 9 a.m.- 1 p.m.

TO: Lee Towers, Director, Legislative Affairs, MHEC

FROM: Makeba L. Clay, Associate Vice President, College of Southern Maryland

DATE: August 28, 2015

RE: Addendum to MHEC Cultural Diversity Report 2014 (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics)

The College of Southern Maryland is required by (§11-406(b)(2)(iii) of the Education Article) to report campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." As such, the Office of Safety and Preparedness at the College of Southern Maryland investigates and also reports all hate crimes in the annual Crime Statistics Report. This data is maintained on the college web-site and can be viewed at this link:

<http://ready.csmd.edu/PublicSafety/crimestatistics.html>

Please let me know if you have additional questions regarding this addendum to the 2014 MHEC Cultural Diversity Report submitted on August 28, 2015.

Thank you,

Makeba L. Clay



CCBC

The Community College
of Baltimore County

2015

Cultural Diversity Report

Prepared for the

Maryland Higher Education Commission

The Community College of Baltimore County

Cultural Diversity Report September 2015

Introduction

Effective July 1, 2008, the Maryland Legislature required institutions of higher education to develop and implement a plan for a program of cultural diversity. Annually, the governing body is required to submit a progress report regarding the institution's implementation of its plan to the Maryland Higher Education Commission (MHEC). This report updates the report submitted in September, 2014 and conforms to the guidance provided by MHEC regarding the required components.

The FY2014 to FY2016 Strategic Plan was adopted by the CCBC Board of Trustees on June 12, 2013. The updated plan reaffirms the college mission and vision. Student Success remains the driving focus and the College Values have been reviewed and strengthened particularly those relating to inclusiveness, globalization, and diversity. The college's executive team is deeply invested in bringing real leadership to animating this commitment to diversity and inclusiveness by providing "a learning environment (both in and out of the classroom) that values diversity, multiculturalism, inclusiveness and global awareness." This commitment radiates outward to include all areas of the college and the staff therein.

During the 2015-2016 academic year the college will begin the next three year planning cycle with this commitment to inclusiveness as a fundamental premise of its FY'17 – '19 Strategic Plan. That process formally begins next month at a Board of Trustees Retreat and concludes with Board adoption of the new Strategic Plan.

The College Mission:

The Community College of Baltimore County provides an accessible, affordable and high-quality education that prepares students for transfer and career success, strengthens the regional workforce and enriches our community.

Vision

We will be the institution of choice for students, where together we make teaching purposeful, learning powerful, completion primary, and community paramount.

Values

Commitment: We want our students to succeed and make progress toward the completion of their educational goals through degree or certificate attainment, transfer, workplace certification, career enhancement or personal enrichment.

Learning: We are committed to ensuring our students grow as active learners, develop a passion for life-long learning, and use what they have learned to their benefit.

Innovation: We value innovation and support a climate of discovery. We encourage students, faculty and staff to explore new ideas, methods and processes.

Responsibility: We have high expectations for the work of our employees, the academic rigor of our offerings, the scholarship of our students, and the involvement of the community and the workplace in the college's future.

Integrity: We inspire public trust by maintaining ethical and collaborative relationships with our faculty, students, staff, alumni and communities. We share our achievements and challenges honestly and openly.

Inclusiveness: We celebrate the differences and similarities of our students, employees and the communities we proudly serve. We value the diversity of people, cultures, ideas and viewpoints and we honor the dignity of all persons. We insist on open and honest communications, fairness, mutual respect, collegiality and civility at all times. We are committed to preparing students to be active citizens, ready to meet the challenges of an increasingly diverse world and a changing global marketplace.

Excellence: We emphasize quality as a standard for all we do and consistently look for ways to improve organizational efficiency and effectiveness.

Stewardship: We support sustainable practices and prudently manage resources dedicated to advancing the college's mission and strategic directions.

Collaboration: We encourage continuous dialogue among students, faculty and staff, and support ongoing cooperative relationships with our partners in the community regarding their educational, cultural, recreation and workforce needs.

Section I: Institutional Plan to Improve Cultural Diversity

The expectations included in the Strategic Plan and in the policies and practices of the college provide clear commitments to building an inclusive community of learners. The Strategic Plan states that the college community values the diversity of people, cultures, ideas, and viewpoints, and honors the dignity of all persons. We insist upon open and honest communications, fairness, mutual respect, collegiality and civility in all college related matters.

The first and primary goal of CCBC's FY2014-FY2016 Strategic Plan is Student Success. Within this part of the Plan, the college recognizes that success gaps exist between groups of students based on gender, race, age, and prior educational experiences and that strategically, the college must deploy resources and initiatives to address these gaps. The intellectual, cultural, civic, and economic growth of individuals and their communities is inevitably linked to student success.

The second set of strategies in the Strategic Plan deals with Teaching and Learning Excellence. The college acknowledges that we will "Provide a learning environment that values diversity, multiculturalism, inclusiveness, and global awareness."

The third strategic direction in our plan addresses the development of Organizational Excellence. These goals encourage an organizational culture that emphasizes innovation, quality, continuous improvement, excellence, entrepreneurship, service and success. The college believes employees should be valued as individuals and recognized and rewarded for their contributions to the college.

CCBC is building upon the rich diversity of talents, skills and perspectives of students, faculty and staff.

The fourth strategic direction, Community Engagement, identifies the need for further development of productive and inclusive relationships with our internal and external communities. This goal aims to build a college community that embraces the diversity of our world and forges a rich learning and working environment for all.

Goals to promote the Diversity of Students:

In keeping with the Strategic Directions of the College's Plan, several specific goals were advanced to support diversity.

Goals to promote diversity and cultural competencies in Student Life:

The Office of Student Life will work with faculty and staff groups to further promote lectures, programs, special public events, and workshops that promote awareness of diversity and will coordinate those efforts so that they are well publicized and well attended.

Goals to promote cultural diversity and cultural competencies within the curriculum:

Since inception in 2004, the Culturally Responsive Teaching (CRT) Program has led 500+ faculty and staff and thousands of students to actively address individual and collective self-awareness, attitudes and beliefs, knowledge of others, and the skills needed to implement new understandings through best practices of cultural competence. The CRT Program is a multi-faceted initiative engaging faculty, staff, administrators and students in the recursive process of self-reflection, dialogue, change, and growth regarding cultural understanding and cooperation.

In September 2014, CCBC hosted a national conference on CRT conference "Student Agency and Empowerment through Culturally Responsive Teaching and Learning." That conference brought together more than 200 educators from various levels of education to share information and best practices in culturally responsive teaching methods. The second conference, "CRT Nuts & Bolts: The Scope and Definition of CRT" will be held September 19, 2015 on the CCBC Dundalk Campus. This year, writer and motivational speaker, Dr. Lloyd Sheldon Johnson will deliver the keynote address.

The success of the Culturally Responsive Teaching and Training Program at CCBC can be attributed to an institutional model actively encouraged and sustained by CCBC's administration, the Board of Trustees, and the working relationship between "both sides of the house" at the highest levels of Enrollment and Student Services and the Office of Instruction.

Goals to Support Multi-Cultural Diversity among Faculty and Staff:

A set of core performance expectations is embedded in faculty and staff performance evaluations that explicitly recognize that each employee will support cultural diversity and sensitivity and that each employee's efforts in addressing and supporting the principle of diversity will be recognized in annual performance evaluations.

Monitoring Diversity Commitments and Progress

The college has established a core set of indicators to be used to monitor progress and trends for each of the areas identified in this report. CCBC currently reports to state, federal and internal stakeholders with metrics on the diversity of its students, graduates, employees, and success outcomes. These include indicators in its Performance Accountability Report (PAR) and the Degree Progress Tracking system for the Maryland Higher Education Commission and Trend Profiles on the characteristics of students, graduates, faculty, and staff. These reports are regularly provided to its Board of Trustees, the college senate, and to agencies that oversee the college.

Additionally, CCBC complies with all Federal requirements including Equal Opportunity and Affirmative Action Plans.

Section II: Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Among Students

During FY2015, CCBC enrolled nearly 65,000 students in credit and continuing education courses. The characteristics of these students are closely aligned with the characteristics of the adult population in the region. The chart below shows Baltimore County Population by Race based on the latest Census Bureau estimates.

Baltimore County Ethnicity/Race Population		
Ethnicity/Race	Population as of July 1, 2014	Percent of Total
Hispanic or Latino, any race	41,407	5.0%
White	493,185	59.6%
Black or African American	224,627	27.2%
American Indian or Alaska Native	2,159	0.3%
Asian	48,081	5.8%
Native Hawaiian or Other Pacific Islander	325	0.0%
Two or more races	17,141	2.1%
Baltimore County Total Population	826,925	100.0%

*Source: US Census Bureau Estimate for July 1, 2014.

Several years ago CCBC became aware that many noncredit students were not providing some basic demographic information when they registered. A goal was established to reduce the information gaps and encourage students to provide complete information when enrolling in courses. This has resulted in changes to data collection instruments for some contract training courses and more attention to ensuring that CCBC does all that is possible to obtain this information for every student. Over the past two years these increased efforts to capture critical student demographic information

have resulted in a more complete data and a significant reduction from 31% to 18% in the percentage of students with missing or unknown data.

During the fall 2014 semester, the college reported that 54% of credit students are from minority groups, 50% received financial aid, 52% were working more than 20 hours a week, and that more than 2,500 students enrolled in English as a Second Language courses during that academic year. The average age for credit students is 28 and almost every class and student activity will include a wide range of ages, from young people just beginning their higher education path to older students returning for needed skills and to pursue their dreams of lifelong learning. The diversity in terms of age is also evident among Continuing Education students, where ages range from the very young to seniors citizens and the average is 45 years old.

CCBC Student Enrollment Demographics – FY 2015

	Credit Students		Noncredit Students		All Students	
	Number	Percent	Number	Percent	Number	Percent
Total Students	32,119		32,629		64,748	
Gender						
Female	19,148	60%	17,417	53%	36,565	56%
Male	12,964	40%	13,510	41%	26,474	41%
Not Disclosed	7	0%	1,702	5%	1,709	3%
Ethnicity						
Hispanic or Latino	1,501	5%	1,536	5%	3,037	5%
<i>Not Hispanic or Latino</i>						
White	14,518	45%	15,024	46%	29,542	46%
Black or African American	12,634	39%	8,676	27%	21,310	33%
Asian	2,119	7%	958	3%	3,077	5%
American Indian or Alaska Native	124	0%	88	0%	212	0%
Native Hawaiian or Other Pacific Islander	77	0%	37	0%	114	0%
Two or more races	1,031	3%	327	1%	1,358	2%
Not Disclosed	115	0%	5,983	18%	6,098	9%
Age Distribution						
Less than 20	4,116	13%	1,669	5%	5,785	9%
20-29	17,939	56%	6,209	19%	24,148	37%
30-39	5,508	17%	5,955	18%	11,463	18%
40-49	2,639	8%	4,932	15%	7,571	12%
50-59	1,289	4%	5,691	17%	6,980	11%
60 and over	628	2%	8,173	25%	8,801	14%
Residence						
In-County	23,604	73%	18,957	58%	42,561	66%
Out-of-County	8,091	25%	9,738	30%	17,829	28%
Out-of-State/Other	424	1%	3,934	12%	4,358	7%

CCBC students come from every community in the Baltimore region to enroll in over 300 programs of study. In addition CCBC enrolls more than 250 international students in credit courses each fall. These students come from more than 60 countries and nearly every region of the world.

Student educational goals include completion of a degree or certificate program, preparation for transfer to a four year college or university, development of workforce skills for a currently held job or to start their own business, exploration of a new career, and taking courses for personal enrichment. Student educational backgrounds range from currently enrolled high school students getting a jump start on college level courses, recent high school graduates, older adults returning to college after years in the workforce, and individuals with advanced degrees such as PhD's and MBA's enrolling in a wide variety of courses and programs.

In order to maintain this rich diversity of students, the college has purposeful outreach programs to all communities in the region. Media campaigns and outreach efforts connect with each high school in the region, target all demographic groups, and provide a message of welcome to all area populations. CCBC provides college level courses for high school students throughout the area, and leads in an effort to provide campus experiences for middle and high school students so that these students are made aware of the opportunities and challenges of higher education. The college closely follows enrollment trends in categories such as age, race, gender, and residency to monitor whether our students reflect the rich diversity of our region.

Among Faculty and Administrative Staff

The college's Human Resources Office has taken a leadership role in facilitating learning about diversity as well as investigating complaints that allegedly violate the college's nondiscrimination, equal opportunity, and/or sexual misconduct policies. As new federal and state guidelines and laws have been created to deal with sexual misconduct and assaults on college campuses, CCBC has expanded its Sexual Harassment Prevention training to also include training on Title IX, the Clery Act, the Violence Against Women Act (VAWA) and the Family Educational Rights and Privacy Act (FERPA). This Human Resources Office provides mediation services, equity related training, group facilitation training, and consultation services for matters related to human relations.

Race/Ethnicity of CCBC Employees

Full-Time and Part-Time Employees	Number of Employees*	Percent of Total
Hispanic or Latino, any race	59	2.2%
White	1,913	71.1%
Black or African American	597	22.2%
American Indian or Alaska Native	8	0.3%
Asian	75	2.8%
Native Hawaiian or Other Pacific Islander	0	0.0%
Two or more races	37	1.4%
<i>Minority</i>	<i>776</i>	<i>28.9%</i>
TOTAL	2,689	100.0%

*This data is from 2014 EDS (excludes those with unknown race/ethnicity).

CCBC Details by Principle Occupation Category

Category	Number of Incumbents as of 11/1/14	Incumbent Count excluding those with Unknown Race/Ethnicity	Racial or Ethnic Minority	Racial or Ethnic Minority Percentage*
Senior Staff	5	5	1	20.0%
Administrators	63	63	13	20.6%
Professional Staff	362	362	114	31.5%
Total Administrators and Professional Staff	430	430	128	29.8%
Professor	56	55	2	3.6%
Associate Professor	122	122	32	26.2%
Assistant Professor	194	192	67	34.9%
Instructor	64	62	12	19.4%
Total Full-time Faculty	436	431	113	26.2%
Adjunct Faculty	1,487	1,368	379	27.7%
Total Full-time and Adjunct Faculty	1,923	1,799	492	27.3%
Classified Staff (Clerical and Technical)	291	290	84	29.0%
Plant (Unit 1) and other Support Employees	179	173	75	43.4%
Total Support Staff	470	463	159	34.3%
TOTAL All Staff	2,823	2,692	779	28.9%

* New IPEDS/MHEC Principal Occupation codes implemented in FY 2012 have been used for this analysis. The minority percentage calculation excludes foreign born and those with unknown race/ethnicity.

The college has policies and procedures in place to ensure that search and hiring practices promote a diverse workforce. These include policies and procedures that ensure positions are advertised in a wide variety of publications and media outlets, and that notices of openings are in traditional and non-traditional forums, including college sponsored job fairs and job fairs at Historically Black Colleges and Universities (HBCU's). Additionally, procedures are developed and practiced that will help ensure a pool of qualified minority candidates. These policies and practices also ensure that all applicants for administrative, faculty, and classified positions are screened by a search committee that represents a diverse group of college employees under the direction of a Search Committee Chair and a trained Search Specialist. These search committees work with Human Resources to insure an equitable search with an inclusive pool of applicants, adherence to guidance on interview questions, and the use of established procedures. The Search Specialists receive extensive training and must attend training updates to remain certified. The college has policies and procedures in place to ensure that its recruitment materials and practices are reaching a diverse pool of qualified candidates for all faculty, administrative, and staff openings.

In addition to guidelines and support for recruiting, selecting and hiring faculty and staff, the Tactical Employee Diversity Plan was developed to promote academic excellence by ensuring that our faculty and staff are part of a respectful and broadly diverse campus community that will be perceived by people from all background as welcoming.

Strategies used by CCBC for increasing diversity among faculty/staff include the following:

1. Attended various local and national Job Fairs FY2014-15
 - a. Congressman Cummings' Annual Job Fair 2014
 - b. CCBC Career Services Job Fairs: Essex Job Fair - Friday, November 14, 2014; Catonsville Job Fair - Thursday, October 2, 2014; Dundalk Spring Job Fair on Thursday, March 26, 2015
 - c. Howard Community College Job Fair, November 14, 2014
 - d. HERC Veterans Career Fair, GMU, March 12, 2015
 - e. Baltimore Recruit Military Job Fair, Owings Mills Campus, October 2, 2014
2. Search Specialist Training provided for CCBC staff
3. Supervisory Training provided to hiring managers/senior staff (Directors and above) within the various Divisions on Recruitment Processes to ensure equitable application of assessment ratings by search committees
4. Troll Resume Databases and cold-call candidates for difficult-to-fill positions by subscribing to various resume databases (i.e., Monster, HERC, HigherEdjobs, InsideHigherEd, etc.)
5. Broadened the University/Community College outreach by emailing flyers to distribution lists
6. Advertising outreach has been extended to the following sites:
 - a. [Monster.com](http://www.monster.com) jobs are mirrored on the largest military network site in the world, <http://www.military.com/>. There are around 20 million registered users on this site. In addition Monster partners with a number of networks, including Hire Disability Solutions.
 - b. Baltimore SUN – weekly online cube ad and periodic print ads
 - c. Professional Association websites and distribution lists
 - d. Maryland Workforce Exchange – All jobs posted will now also be posted to MD Workforce Exchange for a 2 week period or a specified period if job closing is listed on RFR.
 - e. MD Commitment for Veterans – MD Commitment for Veterans site links to jobs posted on the MD Workforce Exchange.
 - f. Department of Veterans Affairs – CCBC job listings sent to Email Distribution List
 - g. Local Universities/Community Colleges Outreach: UMD; UMUC; Towson University; Howard Community College; Anne Arundel Community College; Stevenson University; Morgan State University; Coppin State University; Sojourner Douglas University; Howard University; George Washington University; American University; George Mason University; Georgetown University;
 - h. Diverse (diverseeducation.com)
 - i. The Chronicle of Higher Education
 - j. Community College Jobs.com
 - k. Academic Careers Online
 - l. HigherEdjobs.com
 - m. Inside Higher Ed
 - n. HBCUConnect Network
 - o. Minority Nurse.com
 - p. Hispanic Outlook
 - q. Latin Opinion
 - r. Afro-American
 - s. Craig's List

- t. Dice.com
- u. Penny Saver
- v. HERC – Higher Education Research Consortium

Human Resources has also “banned the box” to help applicants who may have a criminal conviction. Endorsing the value of a policy that allows workers to be judged on their merits, not on an old or unrelated conviction, the U.S. Equal Employment Opportunity Commission issued a revised guidance in April 2012 on the use of arrest and conviction records in employment under Title VII of the Civil Rights Act of 1964. In the guidance, which applies to all public and private employers, the Commission recommended as a “best practice . . . that employers not ask about convictions on job applications and that, if and when they make such inquiries, the inquiries be limited to convictions for which exclusion would be job related for the position in question and consistent with business necessity.” CCBC proactively took steps to remove barriers to employment for qualified workers with criminal records, specifically by removing the conviction history question from the job application—a reform commonly known as “ban the box.” We no longer ask for this information on the job application. Only candidates who attend an interview for the position are requested to provide this information on the "Authorization for Release of Information" form that is required by law to conduct a criminal background check.

In addition to the methods and tools identified above, the Human Resources department is developing a process to obtain more detailed information on individuals with disabilities and veteran status from employees and applicants.

Section III: Efforts to Design and Create Positive Interactions and Cultural Awareness

Faculty and Staff Cultural Training Programs

The Center for Excellence in Teaching and Learning (CETL) serves as a focal point for faculty professional development. The Center does this by offering individual workshops, courses of study, programs, consultations, coaching and mentoring programs, as well as other activities to assist faculty and staff. The events include a variety of offerings that focus on college-wide issues, offerings targeted to new full-time faculty, all faculty, adjunct faculty and staff, and offerings that focus on emerging issues at the college. Of particular relevance to this report are the New Faculty Learning Community, Culturally Responsive Teaching, and the Global Citizenship Initiative.

Assessment of the impact of this program includes a pre-test and post-test of facts about CCBC, including key policies and abbreviations. Results of post-testing, combined with qualitative data gathered from surveys of faculty participating in the program, shows a significant increase in NFLC members’ knowledge of CCBC’s culture, language and programs. Other assessments include formative assessments of participant satisfaction, input into areas of inquiry and feedback on books, articles and other materials used in NFLC.

The CCBC Culturally Responsive Teaching program (CRT) is designed to help faculty strengthen their teaching practices by making the learning environment appropriate for a diverse student population. This program was developed for faculty to infuse culturally responsive teaching and culturally responsive pedagogy in their courses. The specific goals of this training are: a) To develop faculty understanding of the nature of race and culture, including expressions of race and culture by the students with whom they work; b) To positively affect faculty’s interaction with students by training faculty to manage racial and cultural elements of classroom social exchange;

and c) To improve student success by developing faculty's ability to respond to cultural and racial needs and expectations of the particular students with whom they work.

The Office of Multicultural Affairs (OMA) has partnered with the Office of Instruction (OI) in the design and development of CRT course content. This content is delivered in a number of ways to CCBC full-time and adjunct faculty members and staff. This year, there were two intensive two-week seminars (total 32 hours of training) and multiple offerings of a four module CRT certificate program (total 8 hours of training). The Modules include:

- Meanings of Culture and Race
- Mindsets and Culture
- Overcoming Stereotype Threat
- Social Capital

Scaling up the Culturally Responsive Teaching (CRT) training and targeting more of the training toward adjunct faculty has been a major goal of the Office of Instruction and the Center for Excellence in Teaching and Learning (CETL). Two faculty members now receive reassigned time (9 credits total each semester) to devote to CRT. During the 2014-2015 time period, CETL sponsored a total of eight 2-hour module workshops (mostly attended by adjunct faculty members, who received an outcomes based stipend of up to \$375 for attendance and application of information to their classes) and two 8-session CRT intensive seminars (mostly attended by full time faculty and staff). One hundred nineteen adjunct faculty members attended at least one of the four module workshops during the 2014-2015 academic year. Thirty faculty and staff members attended one of the intensive CRT Seminars in January or June, 2015.

When these CRT training efforts are considered along with the workshops/breakout sessions offered at Fall Focus, Professional Development Day, the Teaching-Learning Fair and the NFLC Retreat, over 200 faculty and staff members at CCBC took part in at least one CRT training event during FY2015. One of the key outcomes of this CRT training is the inclusion of direct teaching of the importance of having a "growth mindset" to all incoming students via orientation. The concept of growth and fixed mindset is presented to students at orientation, along with two brief video-clips to reinforce the idea. In addition, this academic year CCBC's Culturally Responsive Teaching program sponsored a regional full-day conference on September 27th, 2014 with 232 people in attendance. This conference focused on culturally responsive teaching methods in K-12 and colleges and universities. The conference brought together faculty and students from CCBC, Baltimore County Public Schools and participants and speakers from all over the United States. Feedback on the conference was so positive that a second yearly conference will occur on September 19, 2015.

Curricular Initiatives Promoting Cultural Diversity

The CCBC Senate approved a new definition of General Education and new General Education Program Goals for the 2013-2014 academic year and beyond that clearly demonstrate the college's emphasis on preparing students for a diverse world.

***The CCBC General Education Definition:** CCBC's General Education Program introduces students to a variety of disciplines that build a common foundation of knowledge that promotes critical thinking and lifelong, independent learning. General Education courses prepare students to meet the academic and career challenges of today and tomorrow as empowered citizens of a global society.*

CCBC General Education Program Goals:

1. **Written and Oral Communication** - Develop effective skills in written, oral, and/or signed communication for a variety of audiences and situations, including active listening, the creation of well-organized messages, and critical analysis of others' messages.
2. **Critical Analysis and Reasoning** - Evaluate information by identifying the main concept, point of view, implications, and assumptions in order to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
3. **Technological Competence** -Use contemporary technology to solve problems, validate information, and to meet challenges as a member of an evolving technological society.
4. **Information Literacy** -Identify, find, and evaluate appropriate resources for research as well as incorporate the information effectively and ethically for lifelong educational, professional and personal use.
5. **Scientific, Quantitative or Logical Reasoning** -Apply basic mathematical, scientific, and/or logical concepts and theories to analyze data, solve problems and make decisions.
6. **Local and Global Diversity** -Use knowledge and skills to participate effectively in dynamic, evolving multicultural contexts and to address the challenges in building just, equitable, and productive societies.
7. **Personal and Professional Ethics** -Identify, examine, evaluate, and resolve personal and professional ethical issues and their ramifications using a variety of ethical perspectives and problem-solving approaches.

In addition, for courses that are not designated as General Education courses, there are four Core Competencies that every course incorporates. These four core competencies -Communication, Problem Solving, Global Perspective and Social Responsibility; and Independent Learning and Personal Management help students develop the knowledge, skills, and behaviors to be successful as intentional learners; to be productive as workers; and to be thoughtful, engaged citizens. These core competencies will be evidenced throughout students' learning experiences at CCBC. All courses outside the General Education curriculum, using specific course content as the vehicle, will include activities that encourage the development of one or more of the indicated abilities associated with the core competencies. A variety of assessment tools can be used to gather evidence of student achievement in the learning activities where students will be developing these competencies.

The definition and specific outcomes associated with **Global Perspective and Social Responsibility** is included below.

Definition: *ability to understand and interpret events and issues within a global perspective; ability to demonstrate ethical and cultural awareness and to foster an appreciation of diversity through appropriate and effective modes of social interaction*

Students will be able to:

- a. Express an understanding of the interconnections and interactions between and among people and systems (political, economic, social, and natural) and of the necessity of balancing human needs with the limitations of world resources.
- b. Gain knowledge of and experience with people in their own and other cultures, past and present, and how they live, think, communicate, and view the world.
- c. Describe the impact of the global economy on life, work, and opportunities.
- d. Recognize the commonality of human experience across culture.
- e. Recognize the influence of diverse cultural perspectives on human thought and behavior.
- f. Define personal responsibility in a given circumstance.
- g. Demonstrate respect for the rights, views, and work of others.
- h. Recognize their responsibility to personal, social, professional, educational, and natural environments and make informed decisions based on that responsibility.
- i. Display behavior consistent with the ethical standards within a discipline or profession.

Numerous curriculum reviews and program and course revisions have been made to comply with the colleges new General Education Program requirements. Every General Education course was updated to meet the new definition, category criteria, and assessment requirements. Every General Education course must address and assess all seven of the Program Outcomes. Every General Education course participates in a rigorous assessment, known as the General Education Assessment Teams (GREAT) Project at least once every three years. That process involves administration of an embedded Common Graded Assignment and blind scoring by trained external reviewers using a standardized scoring rubric. The GREATs assessment results are shared with the faculty and administration and an intervention report designed to improve areas that fall below the benchmark for acceptable mastery are submitted to the GREAT Coordinator.

The GREAT Coordinator and the members of the General Education Review Board (GERB) have created numerous resources to assist faculty teams in their creation, implementation, and assessment of their GREATs assignments, including website and SharePoint site repositories of exemplar Common Graded Assignments and rubrics, tools for creating assessable assignments, all data reports, and sample intervention reports. In addition, the Dean of Instruction for Curriculum and Assessment prepares an annual learning outcomes assessment report that includes assessment data from all areas of the college, including General Education assessment data. These data reports allow tracking of progress toward meeting the General Education outcome local and global diversity.

The college's Continuing Education division provides courses in cultural diversity in its community education division and directly to businesses and agencies through customized training in workforce diversity issues that are designed for employees and employers.

In addition to this in-class focus on building cultural awareness and skills, CCBC's academic programs have also developed approaches to promote Learning Communities, student teamwork in learning, Service Learning Opportunities, and International Travel opportunities. A major purpose of these approaches is to contribute to each participant's awareness of cultural diversity and to develop the skills needed to be successful in a social and economic world that increasingly demands those skills from everyone.

Many of the curriculum initiatives identified above are supported through the college's Achieving the Dream initiative in supporting equity and student success. This program supports initiatives in Developmental Education, professional development opportunities for faculty to explore and adopt culturally responsive pedagogy, campus presentations and workshops with a variety of national experts, and a variety of changes in the delivery of student services.

The Closing the Gap initiative supports the achievement of students from minority groups and has had several strands that stem from data analysis and deeper understanding of the causes of achievement gaps. We are increasingly aware that our minority students have multiple challenges, including financial challenges and under preparation. Our Money Matters program which is offered to all students in our academic developmental courses, ACDV 101, begins with a short, award-winning video of CCBC students discussing their financial challenges. Then through a case-scenario approach, students are led through discussions about wants versus needs, budgeting, financial predators, saving, and other topics relevant to their lives. Students are given a small plastic piggy bank to begin saving silver change. External funding from a foundation provided developmental course faculty with stipends to create instructional toolkits that contextualize basic skill content with financial literacy concepts. These toolkits have reached thousands of students. Our academic coaches have been trained to provide essential financial coaching when issues related to financing higher education arise in discussion about student success. We have begun to intervene earlier with students who are on financial aid warning, to help them avoid losing their aid. We are currently completing a study with Stanford University to research the use of avatars representing aged versions of students to increase their ability to plan financially for the future.

In trying to reach the minority students most at-risk, CCBC has created specific sections of ACDV 101 specifically for African American males that target the specific cultural needs of these young men. We have reached several hundred students. This effort is part of a larger program funded by MHEC call Male Student Success Initiative, which offers more intensive orientation, test preparation, mentoring, and student involvement to men of color. Students in the program have significantly increased retention over those African American males who did not participate.

Staff will provide special services for these men, within the context of CCBC's academic PATHWAYS program (a curricular realignment to be instituted fall 2015). Wrap-around services for this initiative include academic support, help with emotional maturity and social skills, training in financial literacy, and referral to other resources—in the community and at the college—for problems connected to family or work responsibilities.

The college's Global Education initiative promotes inclusion of global and cultural awareness into courses. These efforts include a faculty-led Global Education Advisory Board with multiple committees pursuing study abroad opportunities for students and classes, developing strategies for increased participation in world language courses; and increasing opportunities for course projects, service learning, and learning communities with a concentration on global and cultural understanding. In addition to the Global Citizenship series mentioned previously, the Global Education program develops and delivers multiple activities during International Education week; evaluates courses modified with global content, and conducts Intercultural Dialogs between international students and classes or groups.

The Global Distinction program provides the framework to ensure students become global citizens, preparing them for both academic and professional endeavors in the interconnected and interdependent world of the 21st century.

Students who complete the Global Distinction program demonstrate:

- Greater intercultural competency in both academic and professional areas.
- Improved sensitivity to other languages and cultures.
- Greater competency when dealing with people from other cultures.
- Enhanced ability to integrate the importance of diversity, civic engagement and social responsibility in a global framework.
- Better preparation for successful participation in a dynamic and interconnected world.
- Greater awareness of personal cultural norms and how they shape views and perspectives.

Co-Curricular Cultural Programming at CCBC

Within the College Life department, the Student Life Office and the Office of Multicultural Affairs are responsible for promoting diversity outside the classroom, cultivating cultural awareness and appreciation for diversity, increasing access and equity for historically underrepresented groups and improving CCBC's educational climate as an inclusive and civil community.

Student Life offers academic, social, and cultural support and programs for the entire college community. The Student Life department does this through an array of events and initiatives and by supporting numerous clubs and organizations on all campuses. Events and initiatives include:

First Year Experience (FYE) Program – connects first-year students to campus, classmates, faculty, staff, and the community. FYE at CCBC helps students adjust to college, get involved and meet other students.

Spotlight Speaker Series –The CCBC Spotlight Speaker Series is designed to extend classroom learning, facilitate intellectual discourse, promote critical thinking, raise awareness about a wide range of topics, present various perspectives and promote values clarification. Over the past several years speakers have included: Cynthia Cooper (former WorldCom accountant), Cory Booker (Trenton, New Jersey mayor), Nikki Giovanni (renowned poet and writer), and David Shipler (author of *The Working Poor: Invisible in America*).

Alternative Break Program – Students take a week of their summer or their whole spring break to do service away from their community. They connect with other students and learn about the global environment. This program provides educational and service opportunities in various regions in and outside the country. Students have spent time in South Dakota, Maine, Puerto Rico, Costa Rica, and Honduras. The students interact with children and adults of different cultures and gain an awareness and understanding of cross-cultural differences

Civility Campaign - Student Life worked with students to create civility videos which are shown to all first-year students during the Academic Development course. Also, each campus Student Life office sponsors Civility Day programs. As part of its continued focus on civic engagement, Student Life sponsors a series of social justice programs. Included in these programs are the annual Fair Trade Bazaar, Human Trafficking symposium, and its cultural immersion through the Alternative Break program.

International Education Week (IEW) - Each November, CCBC joins other institutions of higher education in celebrating International Education Week. This annual initiative aims to promote international understanding by our students, faculty, staff and community members. Events sponsored during IEW have included the Piscataway Indian Turtle Island Dances, Polynesian Dancers, presentations on countries such as Afghanistan, Pakistan, and Iraq, an international parade of flags from around the world, an international art show and a food tasting of international cuisine.

International Flags – To recognize and honor international students attending CCBC, international flags are on display in prominent locations throughout the College. On the Catonsville and Essex campuses, the flags are hung on the Student Services buildings and on the Dundalk campus the flags are in the main dining room.

Another major effort to promote a rich multicultural student experience at CCBC continues to be the clubs and organizations that are sponsored by the college. In order to be financially supported and recognized by the Student Life Office, an organization must be open to all students and must not discriminate on the basis of race, gender, age, physical disability, religion, sexual orientation or national origin. Among the many recognized clubs that promote and reflect diversity at the three campuses are the following:

- International Student Associations
- Student Government Association
- Students with Disabilities Club
- Women's Studies
- Rainbow Club
- African American Student Associations
- Black Student Union
- Multicultural Student Union
- Micology Club
- Veterans Student Associations

The mission of the Office of Multicultural Affairs is to increase access and equity for historically underrepresented groups, cultivate awareness and appreciation and to improve CCBC's educational climate by fostering an inclusive and civil community. This is accomplished through advocacy, direct services and cultural programming. The core values are: Academic Success, Collaboration, Diversity, Social Justice and Equity.

Cultural Responsive Training –The Director of the Office of Multicultural Affairs and faculty members have been instrumental in offering training to faculty and staff on cultural competence. The trainings include gaining a deeper understanding of culture and race, building growth mindsets about students and their own capabilities, managing and overcoming stereotype threat and strengthening social capital networks. The trainings have expanded and now include two 24-hour long/eight day sessions in January and June and now four two-hour sessions held on Saturdays or evenings throughout the year.

President's Distinguished African American Lecture Series – On behalf of the College President, the Office of Multicultural Affairs coordinates the PDAAL, an annual event that the President hosts during Black History Month to honor the life and work of a nationally recognized African-American citizen. The event is co-sponsored by the Office of Student Life. In February

2015, CCBC welcomed social justice advocate Bryan Stevenson as guest lecturer. Previous guest lecturers have included: Byron Pitts (Chief National Correspondent for ABC TV News), Van Jones (CNN correspondent), Isabel Wilkerson (Pulitzer Prize winner), Byron Hurt (using media to effect positive change in the world), Dr. Gloria Hammond-White, and Dr. Freeman A. Hrabowski (UMBC President).

The Office of Multicultural Affairs supported the participation of one of its staff members in the Kettering Foundation's National Issues Forum training. The training focused on engaging communities in a deliberative process to promote the democratic process. The foundation seeks to identify and address the challenges to making democracy work as it should through interrelated program areas that focus on citizens, communities, and institutions.

The Office of Multicultural Affairs also sponsored several programs that worked to enrich the college and to foster a work and learning environment of civility and inclusiveness. These programs included:

Let's End Human Trafficking – the program featured trafficking specialist Renee Murrell and tracking survivor Stacey Lewis.

The Evolution of Racism – highly interactive session featured a CCBC faculty who presented work on how racism has survived and adapted to an era of political correctness.

Bridging the Divide: How Africans and African Americans View One Another – open dialogue and honest discussion regarding the prejudice between these two respective populations

Racial Justice Training – antiracism training is available to members of the CCBC community who would like to address issues of race and diversity in a safe and civil environment.

Lessons on Civility, Culture and Race – website for faculty, staff and students to learn about their own cultural values and how those values influence points of view and interactions with others.

Safe Zone Training sessions – this training provides members of the CCBC community to serve as allies to our Lesbian, Gay, Bisexual and Transgender (LGBT) student community. An online LGBT Resource Center has also been created.

Culture, Coffee & Conversation –this casual series includes discussions about race, ethnicity, gender, language and dialect, xenophobia, stereotypes, cultural competence and other issues.

The Office of Multicultural Affairs also celebrates the following:

- National Hispanic Heritage Month
- National Disability Awareness Month
- Black History Month
- National Women's History Month
- Gay and Lesbian History Month
- Native American Heritage Month

Section IV. Statement Regarding Campus Process for the Reporting of Hate-Based Crimes

Reporting incidences of hate crimes are addressed under the Jeanne Clery Disclosure of Campus Crime Statistics Act (Clery Act) and amended by the Higher Education Opportunity Act (HEOA). At CCBC, the Department of Public Safety (DPS) works to create and maintain a secure campus climate and to protect personal and college assets. All public safety information required by the Clery Disclosure Crime Statistics Act may be found on the Public Safety website at <http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety.aspx>.

Officers investigate and report all crimes and incidents that come to their attention. CCBC's Public Safety staff also works closely with the Baltimore County Police Department and will ask for its assistance when needed or when requested by a victim of a crime. The DPS and Baltimore County Police Department work cooperatively under a Memorandum of Understanding that specifies roles and responsibilities for both agencies.

Each Public Safety Officer is scheduled for 16 hours of in-service training annually, which is four times the number of hours mandated by the State of Maryland. Officers are trained in offense definition, report classification and criminal investigation. Officers are routinely updated on the changes to state and federal law, and receive periodic training on sexual assault, hate and bias crimes, dating and domestic violence, stalking and harassment.

The Department of Public Safety is staffed by full and part-time uniformed public safety officers 24 hours a day. Each full-time public safety officer is commissioned by the State of Maryland as a Special Police Officer and has full police powers (including powers of arrest) through the statutory and common law of Maryland. The officers patrol CCBC campuses in marked cars, on bicycles, Segways, and on foot.

The college provides timely security alerts to the college community regarding offenses or incidents that are reported to campus Public Safety offices, college administrators or local police, and which may represent a threat to students and employees, through Campus Alert, CCBC e-mail, voice mail, and text messaging. Students, faculty, and staff are strongly urged to sign up for Campus Alert at <http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety/Campus-Alert.aspx>.

College policy dictates that all crimes or emergencies be reported directly to the Department of Public Safety. Victims or witnesses may report a crime on a voluntary, confidential basis for inclusion in the Annual Security Report by going to <http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety.aspx> and clicking on the Silent Witness link. Any college member who is a victim of a serious crime is also encouraged to report the incident to the Baltimore County Police Department by calling 911 (for emergencies). The Department of Public Safety will investigate and document all crimes in accordance with college policy.



**Maryland Higher Education Commission
2015 Progress Report on Cultural Diversity Plan**

At Frederick Community College (FCC) diversity is defined as “visible and invisible human difference(s) that affect the success of students, staff, and members of the community.” To this end, Frederick Community College works to foster an environment that values and respects differences and encourages members of the College community to actively participate in diversity programs and activities.

Throughout the year the campus academic and support departments create programs that inspire dialogue, community-building, and foster interactive opportunities for students, staff, and faculty to learn about each other and about others from diverse communities.

In compliance with Maryland Higher Education Commission (MHEC) policy, annual progress reports are submitted in order to share how each institution develops, implements, and evaluates culturally diverse programs on their respective campuses. In this report, strategic initiatives, programs, and services that are aligned with and support the mission of Frederick Community College are included with specific focus on three major goals and objectives covering topics related to access, retention, and inclusion.

While there has been some significant progress on goals, it is worth mentioning that this has been a year of change and growth for the College with the welcoming of a new President, Elizabeth Burmaster (August 2014), a new Director for the Office of Diversity, Equity, and Inclusion, Shezwae Fleming (November 2014), and a new Provost/Vice President for Academic Affairs, Dr. Tony Hawkins (February 2015). With the addition of new staff in these critical roles, much time and attention has been spent this year working to advance conversations intended to solidify FCC’s direction and efforts with respect to meeting established goals. While results of these conversations and efforts can be seen in this report, a few key highlights are provided here in order to showcase new initiatives that are intended to strengthen FCC’s commitment and impact with respect to diversity.

- The President’s Diversity Task Force was created to provide college-wide coordination and direction on diversity, equity, and inclusion initiatives. The Task Force is chaired by the Director of the Office of Diversity, Equity, and Inclusion and is comprised of a cross-section of faculty, administrators, and staff. Specific objectives of the President’s Diversity Task Force include:
 - Developing, designing, and implementing regular opportunities to measure and respond to campus community perceptions and experiences (e.g. listening sessions, focus-groups, and climate assessments);
 - Providing consultation and input for the various diversity and equity initiatives including, but not limited to, the strategic diversity goals and tactical plans;
 - Providing insight and recommendations for policies, procedures, and practices to ensure compliance with state and federal entities; and
 - Improving methods for how best to understand, employ, and respond to diversity-related data.

- Revising the Title IX Sexual Misconduct policy and procedures to reflect changes in the directives to colleges by the U.S. Department Office for Civil Rights, and to provide clarity and consistency on interpretation and application of the policy. In addition to revising the sexual misconduct policy, FCC has recommitted itself to ensuring that the College community has the knowledge and tools necessary to prevent and respond to allegations of sexual misconduct. All FCC employees are required to participate in mandatory Title IX Sexual Misconduct training (online), and new employees must complete training within the first three months of employment. Furthermore, all supervisors participated in a facilitated training by FCC legal counsel in March 2015.
- To increase the transfer and success of students to four-years schools, FCC and the University of Maryland, College Park have developed a Memorandum of Understanding. This MOU will continue the Maryland Transfer Agreement Program through spring of 2020.
- The Center for Teaching and Learning received a \$100,000 donation by the Cruickshank Wolfe Estate in 2014. This funding will be used to expand resources for faculty to include faculty boot camps/institutes, faculty innovation funding to facilitate creative pedagogical initiatives, and to encourage international study/travel abroad.

As these highlights illustrate, FCC is actively engaged in diversity initiatives designed not only to impact, but to transform the institution.

Section I: The Diversity Strategic Plan Goals and Objectives

1. Produce culturally competent students

Objective 1: The curriculum will promote cultural competence

Objective 2: Co-curricular and Continuing Education programs will promote cultural competence

Objective 3: Students will be assessed on their cultural competence

Objective 4: The campus environment will reflect the cultural diversity of the College community

2. Employees will be culturally competent

Objective 1: A campus understanding of diversity terminology such as cultural competence, culture of inclusion, inclusive excellence, etc. will be achieved

Objective 2: Cultural competency will become a necessary skill for all faculty and staff

3. The diversity of the College employees will mirror the representation of historically underrepresented students at Frederick Community College

- Objective 1: The proportion of full-time faculty, staff, administrators and professional staff of color will mirror the underrepresented populations of Frederick County
- Objective 2: Establish FCC as a leader in cultural diversity
- Objective 3: Organizational policies, procedures, and practices will promote inclusion

4. Students will achieve equitable outcomes

- Objective 1: Students will have equitable access to programs and resources that significantly improve life opportunities
- Objective 2: Students will meet MHEC benchmarks for success
- Objective 3: Students will demonstrate high achievement

This following section provides major activities and progress made on the Diversity Strategic Plan.

Update on Goals

Produce culturally competent students

- A key initiative identified by FCC includes identifying courses to fulfill the cultural competency requirement. The newly formed President's Diversity Task Force along with the Office of Planning, Assessment, and Institutional Research will work to design metrics and qualitative goals for a set of courses identified to fulfill the cultural requirement. This is a priority in the upcoming academic year.
- Fostering an environment that encourages and promotes opportunities for the College community to engage in diversity dialogues, FCC sponsored the first campus-wide conversation to address incidents that led up to the death of Freddie Gray in Baltimore, MD. This well-attended session provided a platform for students, staff, and faculty to share their thoughts and reactions to the incident and explore some of the complexities of crime, poverty, and underemployment.

Employees will be culturally competent

- The Office of Diversity, Equity, and Inclusion (ODEI) and the Office of Human Resources, have collaborated on three key initiatives: (a) expanding the search committee training to include unconscious bias training, (b) broadening new employee training to include a more robust section outlining the revised FCC non-discrimination and Title IX training policies, and (c) advancing employee development seminars to include 2 -3 sessions that focus on increasing awareness of and appreciation for diversity and equity. The format for the new faculty training began July 6, 2015. While the employee development workshops had low attendance due to the late start of the new Director of Diversity, Equity, and

Inclusion (in November 2014) and poor advertising, a plan to continue such efforts with robust marketing and advertising is a priority for the 2015 academic year.

- The Center for Teaching and Learning (CTL) and ODEI engaged in collaborative work to advance initiatives around culturally responsive teaching. Understanding that a large proportion of FCC faculty are adjuncts, it was intentional to direct collaborative efforts towards adjuncts and new faculty. The CTL and ODEI will continue to build and expand on opportunities for faculty to increase cultural awareness and knowledge of culturally responsive teaching strategies and best practices through the use of the Intercultural Diversity Inventory (IDI) instrument. The IDI is a self-assessment module used to identify gaps in cultural competency. This will be employed to gauge faculty's experience and comfort levels and begin to identify resources to close gaps.
- In an effort to assess and monitor job performance, the employee appraisal process has been revised. The new evaluative process impacts all FCC employees, and allows individuals to see a direct link between their performance and the goals of their department and the College. In addition to evaluating job performance, employees will need to demonstrate cultural competence in a variety of ways including supporting diversity initiatives and acting in a fair, ethical, and respectful manner. This new process came into effect on July 1, 2015.

The diversity of the College employees will mirror the representation of historically underrepresented students at Frederick Community College

- Reestablishing the relationship between FCC and Howard University after a brief hiatus, was a top priority. The new Provost/Vice President for Academic Affairs, Dr. Tony Hawkins, renewed and advanced the pre-faculty internship relationship with Howard and in fall 2015, FCC will host a pre-faculty intern who will teach in the science department. The desired outcome is to yield new faculty within the College through such initiatives.
- In an effort to ensure that FCC is marketing and recruiting a diverse applicant pool, the College reviewed and revised the search process to be clear, consistent, and equitable. Moreover, the new format includes formal training for all employees who serve on search committees. The training is facilitated by Human Resources, with participation by the Director of Diversity, Equity, and Inclusion to address unconscious bias. This became effective on June 15, 2015.

Students will achieve equitable outcomes

In early fall of 2014, the President convened a volunteer, cross-functional group of about 40 FCC employees called the Strategic Advisory Team (SAT) to think creatively about current and emergent issues facing the College. The SAT identified three Annual Strategic Priorities to help guide and structure the work of the College for 2014-2015. The Annual Strategic Priorities identified were enrollment development, the adult learner and changing populations, and creating a unified culture of persistence, success, and completion. The strategic priorities align well with the Maryland College Diversity Plan to

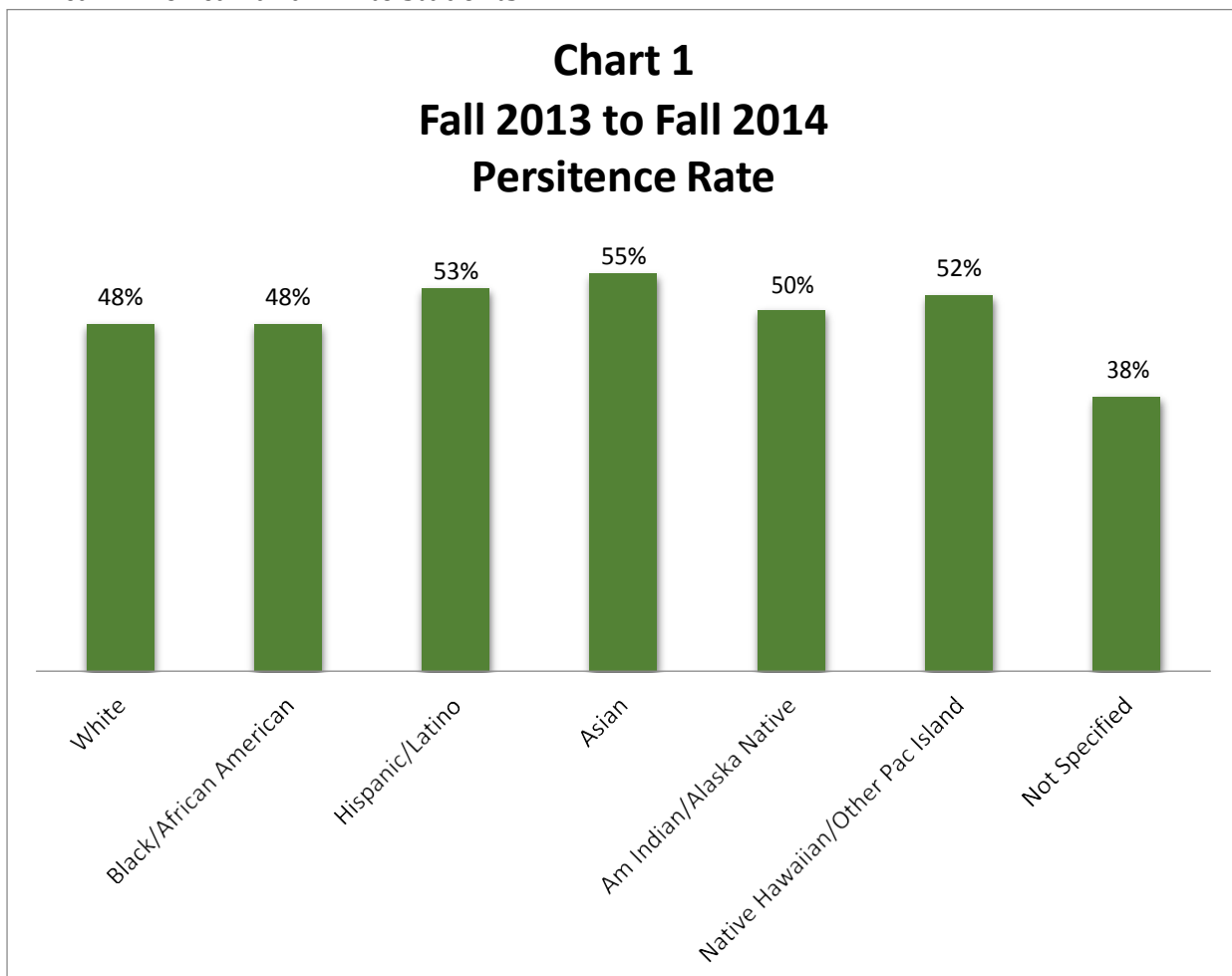
improve persistence and achievement rates of diverse students. Each strategic priority formed the basis of a sub-group which consisted of a chair and faculty and staff representatives. The groups were charged with developing objectives and deliverables. The information below shares some of the progress the groups have made since their inception.

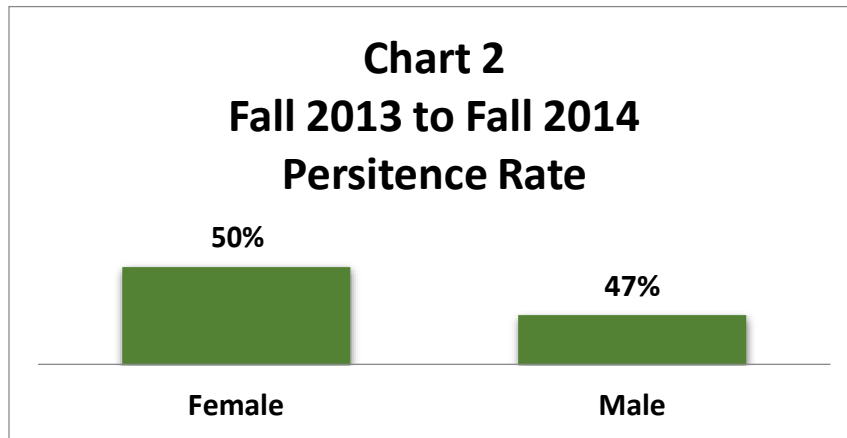
- The enrollment development strategy entails reassessing the enrollment process to better meet the needs of students. It includes designing and implementing short term marketing strategies to engage and connect potential students to FCC, and expanding course offerings, including accelerated programming in an effort to reduce the completion time.
- The focus on the adult learner and changing populations provides FCC with the opportunity to conduct an environmental scan of current and emerging student populations, and develop better practices for attracting, engaging, and retaining students. Key action items:
 - Communicate the Frederick Community College vision and mission in various languages to encourage an inclusive learning environment.
 - Created an emergency fund program for students to positively impact student persistence and completion.
 - Partnering with Frederick County Public Schools and the Housing Authority to pilot a program focused on construction trades for the youth population (18-21) that is a combination of workplace readiness skills (communication, customer service, etc.) and introductory construction topics and includes paid internships.
- Creating a unified culture of persistence, success, and completion includes revising the student success alert system and new student orientation. The student success early alert was implemented in the spring of 2015 and early data indicates that students appreciate the early notification and faculty perceive it to be a good way to encourage students to meet with them earlier to identify gaps/concerns and problem-solve.

Furthermore, the Office of Multicultural Student Services continues to provide academic, social, and cultural support for diverse students. The Partnership to Achieving Student Success (PASS) program, a year-long comprehensive program designed for students of color, of low-income households, and those who are at-risk academically, facilitates the matriculation and continued transition of students to FCC through workshops and peer mentoring. The table below shows that the persistence rate of PASS students (79%) is higher than non-PASS students (70%) and minority students (72%). Also, the course completion rate of PASS students (80% and 81%) are higher for both Developmental and College Level courses respectively compared to Non-PASS students (72% and 79%), and all minority students (62% and 77%). This data reflects the success of the PASS program.

PASS MHEC Grant Data			
	PASS Group	Non-Pass Group	FCC Minority Students
Persistence Rate (Fall 14-Spring 15)	79%	70%	72%
Developmental Course Completion (Fall 14)	80%	72%	62%
College Level Course Completion (Fall 14)	81%	79%	77%

FCC's overall fall to fall persistence rate is at 49%. Chart 1 demonstrates that White and African American students have lower persistence rates than other student demographic groups. The persistence rate for female students is higher than male students as it is depicted in Chart 2. Thus, while the PASS Program offers students support and academic assistance, more work is needed to identify specific issues that impact the success of African American and White students.

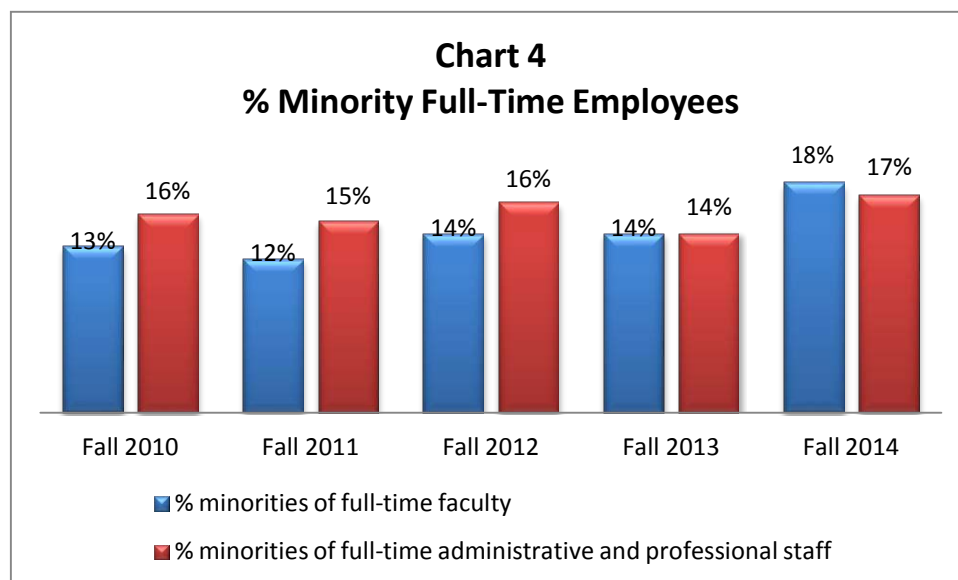
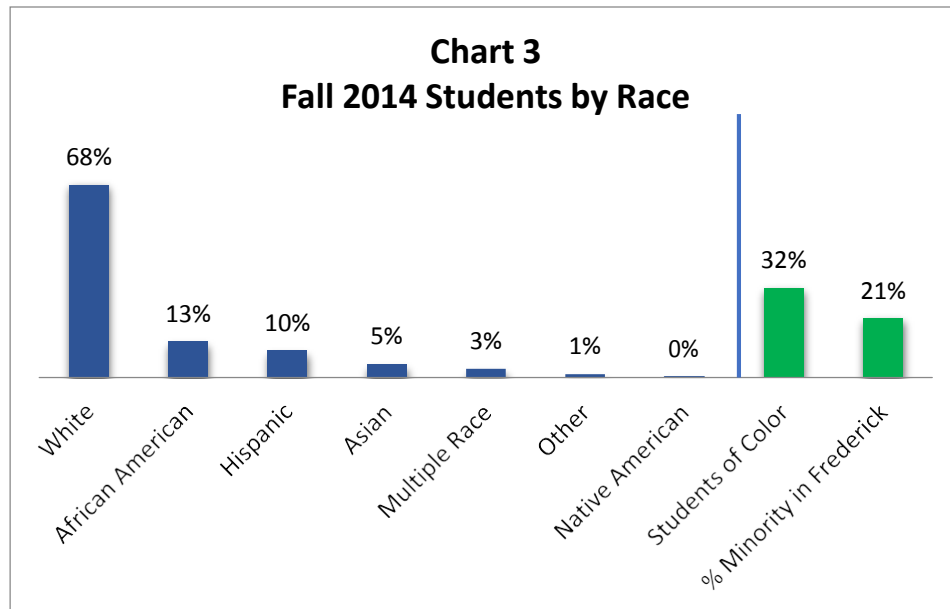




Section II: Increasing the Representation and Retention of Faculty, Staff, and Students

Frederick Community College continues to make significant progress towards expanding access and opportunities for students, faculty, and staff. Recruitment strategies include increasing the visibility and engagement of FCC within Frederick County Public Schools, and refining admissions and financial aid events and activities to focus on familiarizing students and their families with the enrollment and the financial aid application processes. In addition, students are made aware of some of the key programs at FCC like the Multicultural Student Services PASS Program and resources such as the Office of Disability Services.

As Chart 3 illustrates, the enrollment of students of color at FCC is 32% and is more diverse than Frederick County's population of color, which is 21% according to the United States Census Bureau County Characteristics Datasets reported in June of 2014. There has been growth in total students of color by 20% over the past five-years, specifically within the Hispanic population with an increase of 70%. Much of this growth is attributed to the change in demographics within Frederick County and increased visibility and collaboration with organizations such as Centro Hispano and Conexiones. At the same time, the enrollment of Asian students declined by 9% which is currently under review and discussion by the Enrollment Management office and other College officials to identify reasons, and develop responsive and proactive measures to avoid further decreases in the enrollment of Asian students.



FCC's recruitment of underrepresented and marginalized groups continues to be a priority for the College to diversify employees of color. The data in Chart 4 illustrates a continued growth of diversity among full-time faculty, Administrative, and Professional staff due to an extensive recruitment efforts of hiring from minority groups.

Section III: Promoting Cultural Awareness

The FCC College community makes diversity and cultural competency education a priority and works to ensure that access to learning opportunities is widely shared throughout the

campus. Many offices on campus work in partnership to develop programs, events, and activities that explore aspects of diversity throughout the year. These programs, events, and activities are designed to promote awareness, knowledge, and increase skills. The bullets below outline a few of the initiatives this year.

- The Center for Student Engagement hosted a community dialogue on community response to homelessness as part of the National Hunger and Homelessness Awareness national initiative.
- The Co-Curricular Day speaker series is a cross-disciplinary program designed to provide students with an opportunity to be exposed to broad and diverse topics outside of the classroom. This is a bi-annual series featuring national and international speakers. This year's speakers included (this is an abbreviated list):
 - **MK Asante**, a bestselling author, award-winning filmmaker, hip-hop artist, and professor at Morgan State University who CNN calls "a master storyteller and major creative force." Asante's life story, captured in his acclaimed memoir *Buck*, inspired our students to use their life experience to feed their passion and inspire and invent their futures. His own story of poverty and exposure to violence on the streets of Philadelphia fueled his need to find a voice to share the relevance of his experiences in his own words.
 - **K. David Harrison**, linguist, author and activist for the documentation and preservation of endangered languages, teaches at Swarthmore College and is affiliated with the National Geographic Society. His research focuses on the Turkic languages of central Siberia and western Mongolia. He co-starred in Ironbound Films' Emmy-nominated 2008 documentary film *The Linguists*. He serves as director of research for the non-profit Living Tongues Institute for Endangered Languages.
 - **Carlos Andres Gomez**, award-winning poet, actor, speaker, and writer from New York City. He is the author of the coming-of-age memoir *Man Up: Reimagining Modern Manhood*, released in 2012 by Gotham Books, an imprint of Penguin.
 - **David Gallo**, a pioneer in ocean exploration and an enthusiastic ambassador between the sea and those of us on dry land who has worked hard to push the bounds of oceanic discovery. Active in undersea exploration (sometimes in partnership with legendary Titanic-hunter Robert Ballard), he was one of the first oceanographers to use a combination of manned submersibles and robots to map the ocean world with unprecedented clarity and detail. He was a co-expedition leader during an exploration of the RMS Titanic and the German battleship Bismarck, using Russian Mir subs.
- Expanding "outside the classroom" learning opportunities to include study abroad is one of the strategic initiatives employed by FCC. Students understand that they are a part of a changing world and must seek global learning opportunities to enhance their understanding of world problems that may impact their communities. One popular study abroad exchange is with Russia which continues to serve as a model

for future study abroad initiatives, such as the newly developed trip to France. Both study abroad programs consist of pre- and post-departure programming that includes an overview of the destination country's culture, daily blogging to record and analyze travel experiences, and post trip cultural competency projects to be shared with the College community.

- In response to the unrest in Baltimore prompted by the death of Freddie Gray, FCC held a campus-wide discussion, "Race, Riots, and Resolution." This discussion was well-attended by students, staff, and faculty, and serves as a spring board for the development of a sustained dialogue series to be launched in the fall.
- The campus continues to create opportunities for students to connect and celebrate similarities, as well as unique differences. The fall Latino Festival and the fall and spring International Celebration events collectively drew a record number of students, faculty, staff, and local residents to campus (800 attendees).

In addition to the above-mentioned programming, and the participation of faculty, staff and students at regional and state-wide diversity trainings, the Center for Student Engagement student groups and organizations coordinate annual programs and events such as:

- The Feminist Club's discussion series on topics such as consent, transgendered issues, human sexuality, and race and violence in Baltimore (reactions to the riot in Baltimore);
- National Coming Out Day, Gay Pride Celebration, and the annual Frederick Community Center picnic coordinated and/or marketed by FCC's GLBTQ student group;
- Standing weekly meetings designed to engage students with disabilities in the College environment facilitated by the Office of Disability Services as part of the Getting Connected Club initiative; and
- The Nursing Student monthly workshops and/or lectures aimed to engage nursing students in the professional, social, and cultural aspects of the medical profession (specific emphasis is placed on cultural competencies related to the health care industry).

Section IV: Additional Diversity Initiatives

- The Center for Research and Education in Science and Technology (CREST) is a new and exciting addition to the Frederick community. The purpose of *CREST [is to] lead and coordinate efforts to increase higher education opportunities in the Frederick region and address the workforce needs of our STEM-based business community*. This endeavor expands opportunities for FCC staff with a STEM background to pursue an advanced degree, as well as connect students with certificates in specific STEM fields to local businesses.
- FCC was gifted with a collection of African art by financial planner and Legacy Financial Associate owner Tracy Bush. The collection is an assortment of artifacts

passed down through generations within the Laster family. This generous gift not only brings beauty to the campus but serves as an inspiration for programming on history, community, and personal narratives.

- The United Nations Education, Scientific and Cultural Organization (UNESCO) Center for Peace of Frederick County, hosted the inaugural International Nelson Mandela Day for Freedom, Justice and Democracy. The theme, “Global Ethics, Sustainable Development, and Social Media,” brought together educators, political figures, and activists to honor and rededicate themselves to Mandela’s life-long mission of peace, service, and democracy. Frederick Community College hosted many of the events and activities for this community-wide event, including panel discussions, a luncheon, and sporting events. This event took place July 17-18, 2015.

Challenges

There are many diversity-related activities, events, and initiatives that take place throughout the campus. As faculty, staff, and students become more aware of and interested in diversity, events and activities will increase making it necessary for a streamlined, focused approach to coordinating, managing, and assessing such endeavors. Creating a process for capturing campus-wide diversity initiatives will provide an opportunity to identify gaps in programming efforts and foster collaborations.

Another area that warrants attention is needed in the marketing and branding of diversity as an institutional priority, such as developing web and print materials to communicate the vision and goals of diversity, as well as sharing with the campus and beyond diversity accomplishments and challenges.

Section V: Safety and Security

FCC works to ensure that the campus environment is welcoming, safe, and free of obstacles that disrupt and/or limit the College community’s access to and engagement with programs, services, events, and/or opportunities that enhance one’s personal learning goals.

The first level of responding to incident or behaviors that disrupt learning is through the use of FCC’s “Student Behavior Incident Report Form,” which is available to all students, faculty, and staff on FCC’s public website and on Communication Central, FCC’s employee Intranet site. This form covers a broad range of incidents and behaviors that warrant immediate attention, including discrimination and harassment.

In addition to the Student Behavior Incident Report Form, the Campus Security website is available to the public and it provides guidance, support, and resources related to campus security and emergency response, as well as relevant reports and campus crime statistics. The Annual Campus Security Report is accessible on the website and it provides the

information needed as part of the Title II Crime Awareness Campus Security Act of 1990 policy (<http://www.frederick.edu/faculty-staff/campus-security.aspx>).

Bias/Hate Crime at FCC

Committed to ensuring that the College campus is a place where mutual respect is paramount, bias and hate of any kind are not condoned or tolerated. The College prohibits hate/bias activities, including employing language or behavior that is intended to cause harm towards or threaten a person based on race, religion, ethnicity, gender, sexual orientation, or disability. The FCC Student Code of Conduct and Non-Discrimination policies address bias/hate crimes.

How to Report a Crime

To report a crime, individuals are directed to contact the Security Department at (301) 846-2453 for non-threatening emergencies. For emergencies, individuals are directed to dial 911. Emergency telephones are located throughout the campus in addition to the emergency pole phones located in or near each of the parking lots. The emergency telephones have identifying numbers to assist campus security with locating an individual in need of assistance.

FCC is committed to ensuring that it has a safe and welcoming campus. The College community is urged to report any suspicious activity and/or person(s) seen in parking lots or loitering around vehicles or buildings to Campus Security. Campus Security advises individuals not to approach or attempt to apprehend person(s) deemed to be a threat.

For off-campus options, individuals are instructed to contact the local Frederick Police Department by dialing 911(emergency) or (301) 600-2100. Campus Security works in collaboration with local law enforcement to investigate and resolve issues and/or concerns.

In addition to reporting information to Campus Security and/or the local police department, individuals may report a crime to any College employee. All campus officials (staff, faculty, and administrators), serve as 'responsible employees' and are required to report crimes.

Conclusion

This has been a year of change and tremendous opportunities, which have sparked a renewed energy and commitment to diversity and inclusion. The Director for the Office of Diversity, Equity, and Inclusion and the President's Diversity Task Force will work in tandem to provide leadership and direction for diversity initiatives.

As FCC looks ahead, three significant events and/or processes will impact the future of diversity and inclusion. First, as a recipient of Perkins funding, FCC was required to

participate in a review by the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office. MSDE is required by the United States Department of Education Office of Civil Rights (OCR) to conduct reviews of local recipients. The purpose of the on-site review is to ensure that colleges are providing access to Career and Technology Education programs in compliance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Vocational Rehabilitation Act of 1973. The College learned a great deal in preparation for the review and from the visit on April 9, 2015. We anticipate that results and recommendations from the MSDE will provide some insights and opportunities for growth for FCC and will surely help shape some of the diversity goals and objectives.

Second, the College just adopted a new five year strategic plan called FCC 2020, which aligns with the Middle States Commission on Higher Education (MSCHE) Standards for Accreditation. The FCC Board of Trustees will use FCC 2020 to develop three to five annual strategic priorities to focus the operations of the College for FY 2016. The College strategic plan and the annual strategic priorities will become the platform on which the future Diversity Strategic Plan will be established.

Lastly, the outcomes of the MSCHE accreditation review will impact the role and depth of diversity processes and practices at FCC.

In the meantime, FCC continues to plan for and anticipate the needs of a diverse and changing population, as well as connecting diversity and academic excellence. Future activities and initiatives include, but are not limited to:

- Establishing a strategic diversity communication and marketing plan;
- Developing a campus-wide diversity reporting structure to capture diversity and equity initiatives in a timely manner;
- Creating cultural competence assessment modules (development, application, and measurement);
- Growing partnerships with local businesses and with the community to enhance diversity, inclusion, and participation with FCC;
- Expanding opportunities for training on inclusive excellence; and
- Continuing to review and refine hiring policies and practices that promote and enhance an equitable workforce.

We are excited by these opportunities and look forward to their implementation.



Garrett College Cultural Diversity Plan

2015 Update and Progress Report

**Approved and Submitted by the
Garrett College Board of Trustees**

July 21, 2015

GARRETT COLLEGE

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

a. ☐ 4-year public

b. ☐ 4-year private

Are you affiliated with the Maryland Independent Colleges and Universities
Association (MICUA)? Yes ☐ No ☐

c. ☒ 2 year public

d. ☐ 2-year private

e. ☐ Other _____

2. How many campuses comprise your institution? One

3. How many campuses are included in this report? One

4. Mailing address of your institution's main campus:

GARRETT COLLEGE

687 Mosser Road

McHenry, Maryland 21541

I. INTRODUCTION:

The role and importance of diversity in higher education has been widely recognized. In 2008, the Maryland General Assembly affirmed the importance of diversity as an educational goal by enacting legislation requiring that every public college and university develop and implement a cultural diversity plan. The 2008 legislation defines “cultural diversity” to mean “the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education.” The 2013-2017 Maryland State Plan for Postsecondary Education broadens the definition of diversity to also include age, cultural identity, disability, family educational history, gender identity and expression, nationality, sexual orientation, religious affiliation, sex, and socio-economic status. Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity. The College also strives to ensure that its graduating students are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. This commitment to diversity is evidenced in a variety of ways including the College’s Mission Statement, Institutional Goals and Strategic Plan, recruitment practices, goals for general education, Global Education Program, and campus environment.

Mission, Goals and Strategic Plan

Garrett College’s Mission Statement, two of its six Institutional Goals, and segments of its FY2014-2016 Strategic Plan attest to its commitment to achieving a more diverse student body, faculty, and staff, and a campus climate that values and is supportive of diversity:

Mission Statement:

“ Garrett College provides accessible, quality education in a supportive environment to a diverse student population. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world.”

Institutional Goals:

“Accessibility: Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs.”

[Institutional Goal 1]

“Educational Effectiveness: Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their major; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs.” [Institutional Goal 3]

FY2014-2016 Strategic Plan - The College’s FY2014-2016 Strategic Plan contains goals, strategies, and objectives that are aimed, either directly or indirectly, at maintaining the diversity of the College’s student body, increasing the diversity of its faculty and staff, and improving the retention and completion rates of its minority students. This year, the College will undertake development of a new strategic plan for fiscal years 2017-2019 and maintaining the diversity of the College’s student body, increasing the diversity of its faculty and staff, and improving the retention and completion rates of its minority students are objectives that will continue to be included.

II. CULTURAL DIVERSITY IMPROVEMENT PLAN

THOSE AREAS WHERE IMPROVEMENT IS NEEDED:

As this report will show, Garrett College has made significant progress toward achieving diversity among its student body, infusing diversity into the curriculum, and creating a

campus climate that respects differences and values diversity. However, there are several areas in which the College can improve; they are as follows:

Improvement of minority retention and completion rates - Retention and completion (graduation) rates for the College's minority population and among its Black/African American students, in particular, are significantly lower than the College's overall retention and completion rates. However, for the most recent cohort (fall 2013), fall-to-fall retention improved slightly, from 32% to 37%, with fall-to-spring (which is generally much higher) holding steady at around 70%. On the other hand, the graduation rate for Black/African American students continues to decline, falling from 6% for the fall 2010 cohort to 5% for the fall 2011 cohort, as is shown in the table below. However, it should be noted that these low completion rates are at least partially attributable to the number of student athletes transferring early in order to maximize their athletic eligibility, as is reflected by the relatively high transfer rates for African American students shown in the table below. The College needs to continue its focus on improving academic and other support services as well as its developmental studies program in order to improve minority retention and completion rates.

IPEDS 150% (3-Year) Graduation and Transfer Rates

Fall Cohort	African American		All Students	
	Graduation Rate	Transfer Rate	Graduation Rate	Transfer Rate
2007	10%	24%	19%	12%
2008	8%	52%	17%	39%
2009	0%	44%	23%	26%
2010	6%	21%	26%	12%
2011	5%	65%	23%	36%

Identification and assessment of diversity learning outcomes –Until recently, the College had not articulated specific diversity learning outcomes for “Identity and Difference” courses. Therefore, it has not been possible to assess the extent to which the “cultural and global perspective” general education goal is being achieved. The College has now established a common set of diversity learning outcomes for its “Identity and Difference” courses, but the course revisions needed in order to incorporate these learning outcomes have not yet been made. This task needs to be completed so that the “Identity and Difference” courses can be regularly assessed and their effectiveness evaluated.

Continued training and other activities for faculty and staff to heighten awareness of cultural differences and how to respond to such differences –

While there is ample evidence to show that Garrett College's faculty and staff value and support diversity, some cultural and ethnic differences are not always recognized or fully understood, nor do faculty and staff always know how to respond to or allow for such differences. Activities and training designed to heighten the faculty and staff's awareness of cultural differences may help them to communicate more effectively when dealing with minorities and to respond appropriately when dealing with challenging situations. For example, faculty should be aware of some of the particular socio-economic issues facing many minority students and that knowledge can help faculty devise strategies for helping these students to overcome such challenges. These issues include, but are not limited to: the feelings of isolation that are often felt by Black/African-American students on campuses where they are the minorities; college readiness, due to some students coming from high schools that failed to properly prepare them for the rigors of college coursework; the lack of being able to identify with individuals on their campuses (i.e., faculty/staff) as role models, because they do not look like them. (For the latter issue, assigning faculty and upper class mentors have yielded positive results.)

Targeted recruitment of minority faculty and staff – While the percentage of minorities among Garrett College's faculty and staff is considerably higher than minority representation within its service area, the actual number of individuals represented is very small due to the fact that the total number of faculty and staff employed by the College is relatively small. For this reason, a personnel change involving a single individual can significantly alter the College's minority composition. Of additional concern is the fact that while 24% of the College's student population is Black/African American (fall 2014 data), the College has only one Black (African) faculty member and only one Black/African American professional staff member. Moreover, due to its location and the demographics of its service area, Garrett College faces some significant challenges in trying to recruit and retain minority faculty and staff. Nevertheless, by using targeted recruitment strategies, the College hopes to be more successful in attracting minority faculty and professional staff. In the next few years, there should also be more opportunities to increase minority representation among the College's faculty, given that a number of the current full-time faculty members are at or near retirement age.

GOALS AND STRATEGIES FOR IMPROVING CULTURAL DIVERSITY:

Goal 1: Improve minority retention and success.

Strategy 1: Create and implement a process for early identification of at-risk students and their intervention needs.

Responsibility: Dean of Student Affairs

Timeline: Fall 2015 and ongoing

Desired Outcome: By the end of FY2016, retention and completion rates and other measures of success for minority students will increase by 15% (as referenced to FY2013 baseline data).

Outcome to Date: Among African American students, from FY2013 to FY2014, fall-to-fall retention improved by 15.6%.

Status: *In fall 2010, the CARE (Crisis Assessment Response and Evaluation) Team was established. The CARE Team was initially established to serve as a behavior intervention team for problem students, but its role was subsequently expanded to address any patterns of behavior that were likely to jeopardize an individual student's ability to achieve success. On the whole, the CARE team has functioned well, but it has not been as effective in addressing behavior that puts students at-risk academically, such as excessive absence from class, tardiness, failure to submit assignments in a timely manner, etc. As a result, the staff of the College's Advising and Academic Student Success Center (AASC) have established an "Early Alert" system to identify and follow up with those students whose behavior puts them at-risk academically. This new system is scheduled to be introduced in fall 2015.*

Strategy 2: Create and implement a program to improve retention among minority athletes. If this pilot program is successful, consider extending it to include all minority students.

Responsibility: Dean of Student Affairs, Athletic Director

Timeline: Fall 2012 and ongoing

Desired Outcome: By the end of FY2016, retention and completion rates and other measures of success for minority students will increase by 15% (as referenced to FY2013 baseline data).

Outcomes to Date: Among minority students, from FY2013 to FY2014, fall-to-fall retention improved by 15.2%; among minority athletes, from FY2013 to FY2014, fall-

to-fall retention improved by 40% (43.8% versus 31.3%). The data for Black/African American athletes were similar (41.2% versus 31.3%).

Status: *A special retention program for student athletes was initially developed in fall 2011 and has undergone various refinements since then. Student-athletes who are identified as having major academic concerns or student-athletes who are at risk of becoming ineligible and not making timely progress toward graduation are required to follow an academic success plan. At-risk student athletes are identified as follows:*

- *Those with major eligibility concerns*
- *Those on academic probation and those who face the possibility of being academically dismissed*
- *Those who are admitted with special circumstances*
- *Those who are otherwise considered at-risk based on the professional judgment of the Athletic Academic Counselors, Coaches, or the Athletic Director*

Strategy 3: Establish an Advising and Academic Success Center to provide a comprehensive program of advising, counseling, tutoring and other academic support services.

Responsibility: Dean of Student Affairs, Dean of Instruction

Timeline: Ongoing

Desired Outcome: By the end of FY2016, retention and completion rates and other measures of success for minority students will increase by 15% (as referenced to FY2013 baseline data).

Outcome to Date: Among minority students, from FY2013 to FY2014, fall-to-fall retention improved by 15.2%.; for spring 2015, the percentage of students who were on probation or academically dismissed fell to 11.5% (from 14% in spring 2014 and 19% in spring 2013), the lowest since these percentages started being recorded in 2006.

Status: *The Advising and Academic Success Center (AASC) opened in September 2012. The Center works mainly with new students (i.e., students who have completed less than 12 credits of college-level course work), developmental students, and students who are in academic difficulty. Counseling and tutoring/academic support services are available to all students through the AASC in addition to academic, career and transfer advising. Establishment of the AASC has greatly enhanced the College's ability to implement a more effective early intervention program, as is evidenced by the "Early Alert" system that will be initiated in fall 2015.*

Strategy 4: Revise all developmental math and English courses with the goal of making them more effective with respect to achieving the desired student learning outcomes and improving student success rates.

Responsibility: Dean of Instruction, Director of Math, Science, and Teacher Education, Director of Humanities and Social Sciences

Timeline: fall 2011 – spring 2012 and ongoing

Desired Outcome: By the end of FY2016, retention and completion rates and other measures of success for minority students will increase by 15% (as referenced to FY2013 baseline data).

Outcome to Date: FY2015 Developmental English Success Rate was 78%, a 16.4% increase over FY2013; FY2015 Developmental Math Success Rate was 73%, a 30.4% increase over FY213.

Status: *Since 2010, Garrett College has revised its developmental math and English courses several times in order to make them more effective and to reduce the amount of time students must spend taking developmental coursework. The most recent revisions were just completed this year. As a result, developmental English has been reduced to one course (students at the next level take a two-hour lab coupled with regular college-level English) and the three levels of developmental math that were previously offered have been reduced to two. The effectiveness of these courses will be evaluated at the end of the 2015-16 academic year.*

Goal 2: Develop and regularly assess diversity learning outcomes.

Strategy: Identify a common set of diversity learning outcomes for all “Identity and Difference” courses and develop and implement a process for assessing them.

Responsibility: Dean of Instructional and Institutional Effectiveness

Timeline: Spring 2014 and ongoing

Desired Outcome: Among students completing Identity and Difference courses, 75% will be able to demonstrate mastery of one or more diversity learning outcomes.

Status: *A common set of diversity learning outcomes for all “Identity and Difference” courses has been established. In order to be classified as meeting the Identity and Difference requirement, a course must prepare students to meet one or more of the following student learning outcomes:*

1. *Students will be able to demonstrate an understanding of the social, racial, ethnic, cultural, and religious complexities of cultures inside and/or outside the United States.*
2. *Students will be able to describe methods of functioning effectively in a complex global society comprised of diverse cultures and beliefs.*
3. *Students will be able to demonstrate an understanding of issues of gender, including gender stereotypes, gender oppression, gender bias, and sexual orientation, inside and/or outside the United States.*

Determination of how these outcomes will be assessed and of any curricular changes that will be needed will occur in FY2016. Regular assessment of diversity learning outcomes will begin in FY2017. Due to circumstances beyond its control, the College was unable to undertake these tasks during FY2015, as had originally been scheduled.

Goal 3: Conduct training to heighten faculty and staff's awareness of cultural and ethnic differences and to how best to respond to those differences.

Strategy 1: Conduct periodic faculty and staff training aimed at improving awareness of cultural and ethnic differences and to provide guidance on how to respond to such differences, including how to communicate more effectively when dealing with minorities and how to respond appropriately when dealing with problem situations.

Responsibility: Vice President for Instruction and Student Learning, Dean of Student Affairs, Area Deans, Director of Human Resources

Timeline: Spring 2013 and ongoing

Desired Outcome: Faculty and staff will be aware of the particular challenges facing minority students and will devise strategies for helping them to overcome such challenges.

Status: *The College's initial plan to hold large scale annual diversity training events proved to be unworkable, due to a variety of factors. A more incremental approach involving smaller units and dealing with specific diversity issues has proven to be more workable and effective. For example, a panel discussion involving faculty and Black/African American students was very effective in highlighting differences in perceptions and perspectives between the two groups. Moreover, development of cultural awareness and cultural competency for all personnel is being considered more broadly within the context of the College's academic and strategic planning processes,*

and cultural awareness has become central to our focus on college completion, student success, and enrollment management.

The College has established the Committee for Professional Growth and Innovation and charged it with responsibility for planning and organizing professional development activities for the campus community as well as specific departments within the college, including activities pertaining to cultural diversity. The FY2015 annual operating plan for the academic division also called for at least two faculty professional development activities to be conducted for the purpose of helping faculty members to gain a better understanding of the challenges facing minority students and of how to help those students to achieve greater success. However, due to circumstances beyond the College's control, it was not possible to conduct these activities this year and they are being rescheduled for a later date.

Strategy 2: Encourage more faculty and staff participation in on-campus presentations, events, and activities focusing on other cultures.

Responsibility: Vice President for Instruction and Student Learning, Area Deans

Timeline: FY2011 and ongoing

Desired Outcome: Faculty and staff will be aware of the particular challenges facing minority students and will devise strategies for helping them to overcome such challenges.

Status: *Presentations dealing with Women's History and Black History have become regular events. The College's "Joan Crawford Lecture Series" which extends throughout the academic year typically schedules several presentations focusing on topics relating to multiculturalism and diversity.*

Goal 4: Increase minority representation among faculty and professional staff through targeted recruitment.

Strategy: Advertise faculty and professional staff openings in minority publications.

Responsibility: Director of Human Resources

Timeline: FY2012 and on-going

Desired Outcome: Diversity among College employees will increase by 1% each year of the [strategic] planning cycle.

Status: *The College's FY2014-FY2016 Strategic Plan calls for targeted recruiting of minority faculty and professional staff where appropriate in order to achieve more diversity. Particular attention is being given to recruiting Black/African American faculty and staff. Last year, the College advertised in the Diversity in Higher Ed magazine for two faculty positions (Assistant Professor of Computer Science and Assistant Professor of Electrical Engineering) and also for the Vice President for Instruction and Student Learning. The College was successful in hiring a Black/African American Vice President for Instruction and Student Learning and a Black (African) Assistant Professor of Engineering, the College's first Black faculty member.*

For some time, there has been limited hiring opportunities due to relatively low turnover among the College's faculty and professional staff; however, a considerable number of faculty and administrative and professional staff positions are likely to be vacated within the next five-ten years given that a significant number of the College's faculty and professional staff are at or approaching retirement age. This situation should provide the College with additional opportunities to potentially increase the percentage of qualified minority faculty and professional staff.

III. RECRUITMENT OF NUMERICALLY UNDERREPRESENTED STUDENTS, FACULTY, AND STAFF

The College believes in the importance of making its educational and employment opportunities accessible to minorities. Since Garrett County's population is about 98% white, the College has had look to other geographic areas in order to recruit minority students, faculty, and staff. Garrett College takes pride in the percentage of minorities within its student population. In fall 2014, minority student enrollment reached a record high of 32%, which far exceeds the representation of minorities within the College's service area (minorities who are 18 or older currently account for only 2% of Garrett County's total population), and is a 3% increase from fall 2013. Historically, the College's minority population has consisted predominantly of student athletes, but this is no longer the case. Student athletes now account for only about 15% of the College's minority population. At present, international students account for less than one percent of the College's overall student population, most of whom are student athletes.

The College will seek to maintain a minority population of at least 20% of its total student population. This goal should be fairly easy to accomplish given recent trends. The College

will focus most of its efforts on improving minority students' retention and completion rates which tend to lag behind those of the College's overall student population, especially for Black/African American students, as was discussed earlier in this document.

Historically, Garrett College has struggled with respect to increasing minority representation among its faculty and staff. There have been several reasons for this. Garrett County is rural, relatively isolated, and sparsely populated with an overwhelmingly white population, an environment that – to date – has not been particularly attractive to many minority applicants. In its recent postings for open positions (to cast a wider net for applicants), the College made a deliberate change to highlight the benefits of living in Garrett County, in addition to outlining the positives of serving Garrett College. The additional struggle facing the College is that it also employs a relatively small number of professional staff and an even smaller number of full-time faculty, with turnover being low, especially among the full-time faculty, thereby severely limiting the number of hiring opportunities. Moreover, consistently tight budgets have hampered the College's ability to offer competitive salaries. Taken together, these factors have posed a significant challenge to the College's ability to recruit and retain minority faculty and professional staff. Nevertheless, as part of the College's Strategic Plan, the College continues to move forward with efforts to address this most important issue.

While the percentages of minorities among Garrett College's full-time faculty and professional staff currently exceed the representation of minorities within its service area, they actually represent only a few individuals, due to the Garrett's small size. For example, the College's moderately high percentage of minority faculty (13%) is the result of having three minority faculty members among its full-time faculty of twenty-three. Minorities account for 5.5% of the College's full-time non-instructional staff (fall 2013 data).

Despite the aforementioned challenges, Garrett College is committed to increasing the minority representation among its full-time faculty and professional staff and has recently made some significant progress in this respect, due in part to a targeted recruiting effort, as was discussed above. The College has a continued interest in increasing the number of Black/African Americans on its faculty and professional staff as there is currently (as of June 2015) only one Black (African) on the faculty and only one Black/African American professional staff member, despite the fact that Black/African Americans comprise 24% of the College's student population (fall 2014 data). The combination of targeted recruiting and an expected increase in the number of hiring opportunities may help the College to

make further progress toward achieving its diversity hiring goals. Over the next five years, the College hopes to add at least two new faculty positions; it also anticipates an increased number of position openings due to the fact that several full-time faculty members and a significant number of professional staff are near or at retirement age.

IV. INITIATIVES TO INCREASE CULTURAL AWARENESS AMONG STUDENTS, FACULTY, AND STAFF

General Education Program

The development of a cultural and global perspective is one of the goals of Garrett College's general education program. The College defines "cultural and global perspective" as the "awareness of global issues and an appreciation of cultural dynamics through different disciplines." The College initially sought to achieve this goal by offering a program of multi-culturally focused co-curricular events and activities. However, in FY2008, the faculty recommended that diversity be incorporated as part of the required general education curriculum. Diversity and multi-cultural content and activities have been integrated into the curricula of selected general education courses. All students must complete (with at least a "C" grade) one of these "Identity and Difference" courses in order to graduate. The selection of "Identity and Difference" courses ranges across several disciplines including geography, history, psychology, philosophy, and sociology. A common set of diversity learning outcomes has been developed, and these will be implemented in AY2015-16 and assessed beginning in AY2016-17.

Global Education Program

The Global Education Program was initially established for the purpose of offsetting the insularity of life in Garrett College's rural service region. It was intended to not only benefit Garrett's students by exposing them to other cultures, but the wider community as well. This program initially provided full scholarships to students from the Baltic nations, with whom a former Garrett College president had special ties, and later to students from the Republic of South Africa. The program was subsequently expanded to recruit students from other countries, although full scholarships are no longer awarded. (Qualifying international students are currently eligible to receive scholarship aid of up to \$3,000 annually, up to a total of 10 students, i.e., \$30,000). The College's largest international student enrollment to date occurred in fall 2007, when 20 students representing 16 different countries were enrolled. After 2007 through fall 2011, international student enrollment steadily declined, due at least partially to the reduction

in the amount of scholarship aid available to international students. However, since then, international student enrollment has seen modest increases, with a total of 16 international students enrolled in fall 2014. The College hopes to maintain this upward trend, but at present, it is not in a financial position where it can commit the resources needed to launch an aggressive international recruitment campaign.

Campus Climate

Over the last 25 years or more, the administration of Garrett College, with the aid of the campus community, has worked to create an environment where diversity is not only accepted but valued and actively supported. For example, one of the College's legacy documents is "Characteristics of Excellence at Garrett College." This document sets forth standards of performance and behavior for faculty, staff, and administrators as well as students. Faculty are expected to treat students fairly and equitably based on their merit and performance and without regard to factors such as race, religion, and gender; expectations for administrators and staff are similar. On a survey conducted during the College's 2008 self-study, 90% of the faculty, staff, and administrators who responded agreed or strongly agreed that Garrett College is committed to a climate that fosters respect among students, faculty, staff, and administrators from a range of backgrounds, ideas, and perspectives. A majority of the College's employees believe that it demonstrates and encourages a climate of diversity, as has been borne out on various employee surveys.

However, while there is ample evidence to show that Garrett College's faculty and staff value and support diversity, some cultural and ethnic differences are not always recognized or fully understood, nor do faculty and staff always know how to respond to such differences. This has become more apparent with the significant growth in the College's minority student population. Activities and training designed to heighten the faculty and staff's awareness of cultural differences may help them to communicate more effectively when dealing with minorities and to respond appropriately when dealing with problematic situations. The College has already conducted some smaller scale activities with this aim in mind and plans to expand its program of diversity training activities, incorporating them as part of an ongoing program of professional development.

Concomitantly, Garrett College is fully committed to fostering an environment that not only embraces and celebrates cultural diversity, but one that ensures that all students are made to feel welcome and supported towards their journey of academic success. In addition, the College recognizes that it must and will provide faculty and staff with

opportunities for ongoing training, informational sessions and open forums with minority students to aid them in their day-to-day service in retaining and helping students achieve success.

V. PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The occurrence of hate crimes can be detrimental to the College's goal of achieving student satisfaction and success. Garrett College values its sense of community and expects students and employees to abide by specific regulations that dictate appropriate behavior. Any evidence of prejudice based on religion, sexual orientation, gender, disability, or ethnicity/ national origin can be viewed as a hate crime. The process for reporting crime statistics on a college campus is defined under Title 10, Subtitle 3 of the Criminal Law Article and is consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics. The Campus Crime Statistics Act mandates the manner in which statistics are to be collected and the format in which they are to be published. Since the implementation of the Jeanne Clery Disclosure Act, Garrett College has had no reportable incidents of any hate crimes.

The Office of Safety and Security investigates all reported incidents occurring on the Garrett College campus. Incidents that occur off campus are referred to the local law enforcement agency for that jurisdiction. Campus Security guards will assist victims of crimes occurring in other jurisdictions to the limit allowed by law. In cooperation with other law enforcement agencies, reports generated by the Campus Safety and Security office are usually available to those persons who are directly involved in the incident, including other law enforcement agencies or when mandated by law. All reported information, police reports and files remain confidential and secure. Names of suspects, victims and/or witnesses are not released unless approved by the proper college authorities.

Students who feel that they have been victims of a hate crime should register a complaint with the Office of Safety and Security, who will investigate the allegation and, if warranted, will report it to the proper authorities, either within the College or the local law enforcement agency, depending upon the circumstances. Action will be taken when necessary against any individual responsible for a hate crime. Disciplinary action may be taken by the College according to the Student Code of Conduct, or criminal action may be taken by the local law enforcement agency, depending upon the severity of the incident.



HAGERSTOWN COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN

2015

MESSAGE FROM THE PRESIDENT

Hagerstown Community College values the benefits of diversity and is committed to creating a community that recognizes the value and uniqueness of each person. Everyone in the College community - students and employees alike - grow scholastically and personally as they understand, enjoy and, ultimately, respect varying views and cultures.

Our world rapidly changes and expands. A study of future trends clearly indicates that the environment in which we live is rapidly becoming increasingly multicultural, multiethnic, and diverse. The globalization of U.S. economy, technology, and the changing demographics of the U.S. population are indicators that our future will differ greatly from our past. We have the responsibility to prepare our students for success in this changing world. Instilling in them the appreciation of peoples' similarities and differences fosters positive values. In addition, productive citizenship requires learning environments that reflect the multicultural, multiethnic, and diverse character of our nation today and tomorrow. As an institution of higher education, we respect the variety of ideas, experiences, and practices that such diversity entails. Knowledge is the tool that contributes to the understanding and celebration of diversity as it provides a vehicle to help those who feel marginalized to voice their concerns.

This plan will help guide changes in campus policies and procedures, with the values of equal access and equal treatment for all as the foundations. The ultimate goal is to make HCC a more inclusive and inviting place. For successful implementation, the elements of this plan must integrate into core structures, annual and strategic planning, and student learning goals. Accountability at all levels is critical for real change in campus culture. All members of the college community – the Board of Trustees, administration, faculty, and staff - have the opportunity and responsibility to support the college's strategic initiatives to weave diversity into the fabric of the institution.

This plan represents HCC's commitment to provide an atmosphere of cultural diversity, equal opportunities for employment and access to education and training. Progress toward achieving the goals herein will strengthen the college as a whole. Your support and participation in this important endeavor is welcomed and is critical in fulfilling this important part of our mission.

Guy Altieri, Ed.D.
President
Hagerstown Community College

INTRODUCTION

Diversity can be defined in a wide variety of ways. For the purpose of this plan, “diversity” is defined as the recognition, appreciation and understanding of individual, group, and cultural similarities and differences that include, but are not limited to age, abilities and disabilities, ethnicity, language, gender, race, nationality, religion, socio-economic status, veteran status, and sexual orientation.

Issues of diversity permeate many aspects of a campus environment and each is connected with the others. Unless incorporated into core structures of the College through strategic planning efforts, little will change substantively and diversity initiatives will be insignificant and vulnerable. Simply recruiting a more diverse student body without attending to other aspects of campus life, such as intergroup relations, curricular change, faculty and staff professional development, and diversifying faculty and staff, can result in difficulties for traditionally under-represented students. Comprehensive institutional change and integrated efforts in these areas provide positive educational outcomes and benefits for all – students and employees alike.

This plan represents the good faith efforts and commitment of the President, the Board of Trustees, staff and faculty to provide an atmosphere of acceptance and respect for cultural diversity and equal opportunities for education, training and employment.

The College’s Mission, Values and Policy

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. The mission, values and policy statements encourage and support diversity in the personal, professional and scholastic development and enrichment of all in the College community.

Mission

HCC is a state and county supported comprehensive community college. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. It is part of the College’s mission to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community service and collaboration. The College is charged to provide high quality education at a reasonable cost to meet the post-secondary educational needs of the citizens of Washington County and the surrounding region. The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, and the value of continuing education.

Values

The College believes in and teaches the ideals and values of cultural and racial diversity and a democratic way of life. HCC also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, strength through diversity, and the value of continuing education and life-long learning.

Diversity Policy

Beyond its Equal Employment Opportunity Policy, HCC's Board of Trustees approved in 2009 the Anti-Discrimination Policy. Committed to a policy of cultural diversity and openness in preventing any form of discrimination, the College proactively through this policy is committed to preventing harassment and providing a genuine learning environment that is receptive to all views and backgrounds. Also addressed in the Code of Student Conduct, the College does not tolerate any language, action or behavior that is hostile to others. All students have the right to be free from unlawful intimidation or coercion, negative stereotyping and racial, gender or cultural slurs.

The College's Service Area

Being a leader in the community, HCC takes seriously its commitment to recruiting students and employees of diverse backgrounds. HCC's minority enrollment of 22.9 percent in FY15 exceeded the county's minority population by 7.3 percent. Based upon 2010 census data and 2013 population estimates from the U.S. Census Bureau, Washington County became more racially and ethnically diverse over the last decade, though it is still primarily white and non-Hispanic. Black or African American residents comprise the largest minority group in Washington County. Hispanic residents comprise the fastest growing ethnic population in Washington County, and, when included, the total minority population increases to 19.6 percent. The U.S. Census Bureau's 2013 estimate of population by race and ethnicity for Washington County follows in Table 1.

Table 1
Washington County, Maryland Population by Race/Ethnicity

Race	Washington County	
Population*	149,266	
White	126,578	84.80%
Black or African American	15,971	10.70%
Two or More Races	3,881	2.60%
Asian	2,388	1.60%
American Indian and Alaska Native	448	0.30%
Native Hawaiian and Other Pacific Islander	149	0.10%
% Non-white (excludes Hispanics)		15.60%
Hispanic (of any race)	5,971	4.00%
*2013 MD Populations Estimates, U.S. Census Bureau		

SUMMARY OF HCC'S PLAN AND PROGRESS TO IMPROVE CULTURAL DIVERSITY

HCC's Strategic Plans have always incorporated strategic goals and action plans for a diverse student body and workforce. HCC annually updates through the unit planning process its strategic plan, revising and adding objectives and action plans as institutional priorities change or are added. Its strategic goals align with each major area of the College, thereby facilitating the involvement of all units in shaping the strategic future. In doing so, HCC will continue to improve its planning/evaluation model and bring about positive change related to improving cultural diversity among students, faculty and staff. Bulleted below each relevant goal of the 2012 Strategic Plan are updates regarding progress with impact on cultural diversity made over the multiple years of the plan, FY13 - FY15.

2012 Strategic Goal 2 - Promote Teaching Excellence and Maintain a Responsive and Dynamic Curriculum

- Instructional delivery enhancements have been implemented via ongoing curriculum review, changes in master class scheduling, course redesign and student assessment of faculty performance on on-going basis (FY13-FY15).
- Recognizing the importance of embracing diverse cultures in instruction, HCC in FY13 added diversity to its Emerging Issues and Interdisciplinary General Education category, thereby requiring that all degree-seeking students take one three-credit course pertaining to multiculturalism and diversity.
- Student clubs oriented toward increasing awareness of diversity, ethnicities and cultures include the Black Student Union, Aikido Club (Japanese culture), the International Club, the National Organization for Women, Spectrum Club (open to and accepting of all identities), and Veteran's Club.

2012 Strategic Goal 3 - Maintain Proactive Enrollment Management, Student Support Services, and Marketing Strategies

- Minority student enrollments increased by 3.9 percent from FY14 to FY15 to 22.9 percent, exceeding the minority population of 15.6 percent in the county (2013 MD Population estimates, U.S. Census Bureau).
- Since its addition in 2008, the full-time Multicultural Recruiter position within the Office of Admissions and Registration has resulted in an increase of minority enrollments by six percent that time. The recruiter encourages prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses.
- Two case management programs - TRiO Student Support Services and Job Training Student Resources - provide services to over 30 percent respectively than percentage of non-minority students at HCC and the community.
- Of all male students, African American males had a higher than average enrollment growth rate than non-African Americans.
- Dual enrollment programs and support services to students such as career counseling, disability services, case management, short- term job training were expanded.
- The Opportunity Fund established in 2004 is a source of financial aid for students who do not qualify for Pell grants, but need assistance to attend college.

2012 Strategic Goal 6 - Improve Human Resource Development Systems

- Administrator and staff annual performance review process integrate institutional priorities and strategic goals, and include components for diversity and multiculturalism.
- Supervisor workshops on relevant managerial topics are held annually.
- In FY14, there were four minorities (5.1 percent) who were full-time faculty, compared to one in fall 2005. Overall, 7.8 percent of all non-faculty regular employees in FY14 were minorities compared to 5.1 percent in fall 2005.
- The Human Resources Department offers an electronic version of annual recertification training on discrimination and harassment for all employees.

2012 Strategic Goal 8 - Expand Community Services and Strategic Partnerships and Alliances

- HCC provides county leadership for the annual Martin Luther King / Diversity Celebration, which has been held annually on campus since 2004.
- The College has been the co-sponsor of annual Hispanic festival since 2008. The Hispanic organization that co-sponsors the event uses funding from the event to support scholarships for Hispanic students attending HCC.
- HCC's adult education GED program enrolls approximately 50 percent minority students.

2018 Strategic Plan

HCC updated its strategic plan in 2014 to become the 2018 Strategic Plan. This strategic plan continues to embody the College's commitment to and plan for programs of cultural diversity on the campus, and recognizes several areas where HCC will move forward over the next three years. Goals and action plans for multiculturalism, a diverse student body and workforce are outlined in Strategic Goals 2, 3, 4, and 6. ***The College, through its 2018 Strategic Plan, dovetails and addresses the importance of diversity and multiculturalism by establishing specific goals, objectives and action plans.***

The 2018 Strategic Plan goals and objectives, both general and specific, related to diversity and multiculturalism are listed below. Specific goals are italicized. HCC annually updates its strategic plan via annual planning, revising and adding objectives and action plans. Annual institutional priorities guide strategies and plans to add, expand and/or enhance services and initiatives to recruit and retain minorities. The Strategic Plan addresses the importance of diversity by establishing specific goals, objectives and action plans, *which the College adopted as goals for its Cultural Diversity Plan.*

2018 Strategic Goal 2 - Maintain a Responsive, Dynamic Curriculum and Teaching Excellence

- 2.1 Maintain excellent student-centered teaching, as well as high academic standards
- 2.2 Develop the Fletcher Faculty Development Center into a viable, productive, useful space for faculty professional development and training
- 2.5 Develop and maintain student learning support services that contribute significantly to student success, including high rates of course and program completion
- 2.8 *Create a learning environment that is respectful of multicultural values and general educational requirements that promote an understanding and appreciation for multiculturalism*
Action Plans:

- 2.8a *Structure professional development activities for all employees that focus on multicultural awareness and responsiveness, including teaching employees “best practices” in serving a multicultural student body (FY16-FY18)*
- 2.8b *Promote multicultural sensitivity in the classroom among faculty and students (FY16-FY18)*
- 2.8c *Develop interactive teaching and learning models that expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, etc. (FY16-FY17)*
- 2.8d *Develop new courses and update curricula to reflect a diversified world view (FY16-FY18)*
- 2.8e *Exhibit a diverse representation of student and employee images in all advertising (FY16-FY18)*
- 2.10 *Enhance and update, as needed, general education requirements to meet new century expectations focused on the purpose of each college program*
Action Plans:
 - 2.10a *Develop the common outcomes and assessment tools for the diversity category of general education (FY16)*
 - 2.10b *Determine the courses that meet the outcomes for the diversity category of general education (FY15-FY16)*

2018 Strategic Goal 3 - Strengthen Enrollment Management Systems and Improve Student Retention and Program Completion

- 3.1 *Develop, implement, and maintain strategies and initiatives to reduce attrition and increase completion utilizing changes in instructional design, student support services, and information about programs*
- 3.2 *Develop and maintain proactive student services support and enrollment strategies to increase the number and diversity of student enrollments*
Action Plans:
 - 3.2a *Monitor enrollment trends and develop recruitment strategies to address enrollment needs of veterans, for low-enrolled programs, STEMM curricula, and performing and visual arts programs (FY16-FY18)*
 - 3.2d *Develop strategies to continue the growth of minority student enrollments (FY16)*
 - 3.2e *Develop and maintain ESL curricula in ABE, developmental, and college-level courses (FY16)*
 - 3.2f *Improve the yield rates from admitted to enrolled students to 58 percent overall, 55 percent minority and 60 percent for recent high school graduates. (FY16)*
 - 3.2i *Building on the Upward Bound grant initiative, strengthen student advising relationships with the Washington County and Franklin County schools, particularly middle and high school guidance counselors, as well as faculty (FY16)*
 - 3.2k *As part of recruitment, increase the amount and variety of student financial aid (FY16-FY17)*
 - 3.2l *Continue to provide financial literacy as part of loan counseling and present workshops to selected student groups (FY16-FY18)*

- 3.2o Track enrollment, use of specific services (Admissions, Advising, VA benefits, Financial Aid, DSS, Student Activities) and market penetration of in-county military veterans (FY16)
- 3.2r Partner with local and regional veterans' organizations to encourage use of credits and benefits earned while in service to complete associate's degree (FY16-FY17)
- 3.4 *Provide special services to reach out to underserved populations*
Action Plans:
 - 3.4a *Monitor the effectiveness and make improvements to student services programs, such as Job Training Student Resources (JTSR), TRiO Student Support Services, and Disability Support Services (DSS), to assist at-risk students (FY16)*
 - 3.4e *Implement marketing initiatives specifically targeted at underserved populations (FY16-FY18)*
 - 3.4g *Strengthen the ABE / GED / EDP programs (FY16-FY18)*
 - 3.4h Expand credit and credit-free short term training programs for those entering the job market or making a career change (FY16-FY-18)
 - 3.4j Continue to serve the prison populations at Maryland Correctional Training Center with college courses and adult vocational training (FY16-FY18)
- 3.4 *Develop and maintain co-curricular and extra-curricular activities that enhance student development, retention and success*
- 3.6 *Provide expanded space and opportunities in the Student Center for students to interact and connect with academic advisors and other students, and participate in activities to enhance their academic success, persistence, and completion*

Strategic Goal 4 - Expand Community and Business Services and Strategic Partnerships and Alliances

- 4.4 Cooperate with other local educational and community organizations, as well as government bodies, in seeking educational solutions to local economic and social problems
Action Plans:
 - 4.4a Expand joint programs with the University System of Maryland – Hagerstown and Washington County Public Schools (FY16-FY18)
 - 4.4c Continue to collaborate with local social service agencies in recruiting students and providing for their education needs (FY16-FY18)
- 4.5 Maintain the College's role as one of the premier intellectual, social, and cultural centers in its service region
Action Plans:
 - 4.5a Work collaboratively with public and private partners to support student and community success by involving more community partners in the education of students and the development of programs (FY16-FY18)
 - 4.5c *Plan and sponsor community information forums on issues facing the HCC service area (FY17)*
 - 4.5d *Continue to provide regional leadership for the annual Martin Luther King/Diversity Celebration on the HCC campus and plan activities throughout the year that promote multiculturalism (FY16-FY18)*

Strategic Goal 6 - Improve Human Resource Development Systems, Practices and Procedures

- 6.1 *Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff who are lifelong learners*
 - 6.1b *Continue recruitment visitations to historically black institutions*
 - 6.1c *Incorporate Hispanic culture and language into the College's professional development program*
- 6.3 *Promote and provide professional development opportunities to enhance employee performance*
 - 6.3h *Develop and promote civility and multicultural awareness for all employee and volunteer groups*
- 6.5 *Maintain human resources policies and procedures that meet legal requirements and communicate with employees any changes, deletions, additions or revisions*
 - 6.5b *Audit approved policies and procedures to ensure the language is compliant with current federal and state mandates*

Implementation of documents such as the Cultural Diversity Plan and the 2018 Strategic Plan are imperative to establishing plans that support and monitor the health and integrity of the institution. Institutional policy statements provide the overarching foundation for these plans. To this end, the Board of Trustees established policies to address issues of diversity, integrity and respect across campus. These policies include: Free Speech and Anti-Discrimination (Policy #4042); Academic Integrity (Policy #4045); Discrimination and Harassment (Policy #5032); Free Speech and Peaceful Demonstration (Policy #8068); and the Equal Employment Opportunity (Policy #5003). Recognizing the importance of this topic, the Human Resources (HR) Department implemented an electronic version of annual recertification training on discrimination and harassment for all employees.

FOSTERING AND INCREASING A DIVERSE STUDENT BODY AND WORKFORCE

Student Recruitment and Enrollment

The College's minority student enrollment in FY15 was 22.9 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (15.6 percent). Unduplicated minority student enrollments grew by 9.8 percent from FY11 (1,339) to FY15 (1,484). African American students, the largest minority group on campus, comprised 11.1 percent of all FY15 enrollments. Additionally, Hispanics comprised 5.7 percent of enrollment, which is 1.7 percent higher than the population in Washington County. This trend, which has planning and budgeting implications, is expected to continue and is reflected in the College's 2018 Strategic Plan goals 2.8, 3.2, 3.4, 4.5, and 6.1 cited above. As mentioned earlier, the College now requires that all degree-seeking students take one three-credit course pertaining to multiculturalism and diversity.

Table 2 depicts unduplicated headcount enrollment in credit programs by race and ethnicity for FY 2011 through FY 2015.

Table 2
Unduplicated Enrollment by Race, FY 2011 – FY 2015

HAGERSTOWN COMMUNITY COLLEGE Fiscal Year Credit Enrollment by Race, Ethnicity, and Minority Status							
		FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Growth FY 11 to FY 15
Total Headcount		6848	7019	7093	6754	6488	-5.5%
Race	White	5393	5508	5537	5321	5027	-7.3%
	Black/African American	762	812	832	727	723	-5.4%
	Asian	141	151	149	129	143	1.4%
	American Indian/Alaskan Native	40	35	39	30	27	-48.1%
	Native Hawaiian/Pacific Islander	4	13	17	14	16	75.0%
	Two or More Races	124	181	222	239	266	53.4%
	Unknown/Not Reported/Indeterminate	384	319	297	294	286	-34.3%
Ethnicity	Hispanic/Latino	304	314	342	338	375	18.9%
Minority Status	Non-Minority	5220	5257	5265	5041	4723	-10.5%
	Minority	1339	1478	1547	1428	1484	9.8%
	Indeterminate	289	284	281	285	281	-2.8%
Minority % of Credit Students		19.6%	21.1%	21.8%	21.1%	22.9%	14.5%

Increasing the number and diversity of student enrollments remains critical to HCC's success. In accordance with federal regulations under the Higher Education Opportunity Act, institution-wide assessment information is available to current and prospective students through the public disclosure site of HCC's Web page, which includes student diversity. The College continues to promote and recruit, on a regional basis, its statewide instructional programs, such as alternative energy technology and biotechnology. Gains in diversity will be made as College recruiters target regional areas with significant minority populations, along with emphasizing that the cost of an HCC education for out-of-state students is lower than the cost of their state universities. The Multicultural Recruiter, who is Hispanic, visits English Language Learner classes in all local high schools at least once per semester. He also visits minority-owned businesses every semester, hosts a minority information session at the local public library, and sends an annual mailing to predominately minority churches about ESL, continuing education and credit courses.

Two case management programs provide services to a higher percentage of minority students than the percentage of minority students in general at the College and the community. Both programs work closely with at-risk students to help them persist, complete their courses and graduate. The Job Training Student Support program works with low income adult students in career programs, over 30 percent of which are minority. The TRiO Student Support Services program provides case management and supports to students who are first generation, low income, and/or have disabilities. Approximately 40 percent in the TRiO program are minority.

Each year, the Director of Financial Aid hosts two workshops for low income, at-risk students selected by high school counselors. This outreach effort is designed to encourage participation in higher education by covering federal and state financial aid programs, student loans issues and important deadlines. The results of these efforts are demonstrated by an increase in numbers of minority students receiving financial aid. From FY10 through FY14, there was an increase of 45.4 percent in the unduplicated number of all students receiving any type of financial aid. During that same period, the number of minority students receiving financial aid grew by 65.8 percent. In FY14, 70.0 percent of all enrolled minorities received some form of financial aid, which is the highest percentage in the history of the College.

Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Black Student Union, the Aikido Club (Japanese culture), the International Club, the National Organization for Women, and the Spectrum Club (open to and accepting of all identities). Other initiatives include co-sponsoring the annual Hispanic Festival, along with a multicultural mentoring program.

The HCC Work Force

The strategic value of diversity among the students, faculty, and local community, is recognized as the College strives to be a leader and catalyst for diverse social, ethnic, and educational experiences. HCC's mission statement makes specific reference to this principle, which is included throughout the College's strategic plans. In the 2018 Strategic Plan, improving diversity among employees is a targeted area for improvement (Strategic Goal 6.1). Faculty and administrative position vacancies are typically advertised through minority resources such as Minority Resources Edition of Equal Employment and Civil Rights Journal, and National Minority Update. Additionally, the HR Director and HR staff attend job and career fairs that attract large numbers of minorities at Bowie State University, Morgan State University, Coppin State University and Fort Detrick, Maryland.

The College is benefiting from the aforementioned recruitment efforts to increase diversity in hiring faculty to provide role models for the increasingly diverse student population. In fall 2014, there were five minorities (6.3 percent of full-time faculty), compared to one in fall 2009. Overall, 7.7 percent of all non-faculty regular employees in fall 2014 were minorities, a percentage that has remained relatively flat over the last five years.

Though gains have been made, improving the diversity of its workforce as a small college in Western Maryland remains one of HCC's challenges. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas. The challenge to recruit full-time faculty and administrators of color to provide positive role models and to help create a culturally diverse environment is an institutional priority. Along with these measures, the HR Department sponsors training on discrimination and harassment and implemented an electronic version of annual recertification training in 2013 for all employees.

PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The safety and security of the College community are of vital concern to Hagerstown Community College. Hate crimes manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability, or ethnicity/ national origin. As part of the efforts to control crime on the campus and to assure a safe environment for students, faculty and staff, the HCC Police Department prepares an Annual Security Report in compliance with 20 United States Code section 1092 (f), the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." The report reflects policies and services designed to provide a safe environment and set a standard of conduct which is most conducive for a safe college campus. The Campus Crime Statistics Act mandates the manner in which statistics are collected and the format in which statistics are published. *Since the implementation of the Jeanne Clery Disclosure Act, HCC has had no reportable incidents of any hate crimes.*

The Campus Police investigate all reported incidents occurring within their jurisdiction. They handle all reported information confidentially and maintain security over all police reports and files. Incidents not occurring within that jurisdiction are referred to the law enforcement

agency for the other area. The Campus Police will assist victims of crimes occurring in other jurisdictions to the limit allowed by law. In conformity with other police agencies, reports generated by the Campus Police are usually available to those persons who are directly involved in the incident. In some cases, reports are available to other police agencies or if mandated by law. Names of suspects, victims and/or witnesses are not released unless approved by the President of the College or mandated through the process of law.

Progress Report on the *Plan for a Program of Cultural Diversity*
Submitted to the Maryland Higher Education Commission
HARFORD COMMUNITY COLLEGE
July 15, 2015

The Harford Community College Board of Trustees approved the *2013-2015 Harford Community College Plan for a Program of Cultural Diversity* at its meeting on May 14, 2013. This progress report is submitted as required by Education Article, §11–406.

A summary of the institution's plan to improve cultural diversity

Harford Community College (HCC) has a history of promoting diversity and creating an environment that is open and inclusive to students and employees. The College's 2013-2017 Strategic Plan includes the value of diversity (We embrace differences, respect intellectual and academic freedom, promote critical discourse, and encourage socio-cultural and global awareness) and objectives that relate to diversity (1. Eradicate attainment gaps based on income, race, gender and ethnicity, and 2. Recruit and retain highly, qualified employees).

The *2013-2015 Cultural Diversity Plan* aligned its goals and initiatives to address the diversity specific objectives of the College's Strategic Plan. A Cultural Diversity Committee, with representatives from all campus councils, began in fall 2012 and continues its work to further the campus's diversity efforts. The Committee developed four strategies to address the goal: *Eradicate attainment gaps based on income, race, gender and ethnicity*. The strategies and the progress to date follow.

Strategy 1: Implement a survey to students to assess current level of diversity awareness.

The Cultural Diversity Committee had goals for 2014 to survey both students and employees regarding the environment and their own experiences of diversity on campus. In spring of 2014, 1,121 students responded to an in-house survey deployed via the College's student portal. Questions related to a free and open environment, a welcoming atmosphere, and the interactions of students from different racial and ethnic backgrounds all garnered average scores in the mid-4 range on a scale of 0-5. Comparatively few students reported either witnessing acts of discrimination or being victimized. The College continues to work toward resolving lower scoring survey items such as students knowing where to go to discuss issues of exclusion or bias. In addition, although the comments on the survey were few, some students did comment on the need for the College to better address LGBTQ issues such as appropriate restroom facilities.

Strategy 2: Review best practices and develop a plan to meet the needs of Latino students.

This will be addressed in the upcoming year. According to *2013-2017 Maryland State Plan for Postsecondary Education*, Hispanic students comprise 8.5% of Maryland's population, 5.7% college enrollment, and 4.6% degree recipients. At Harford Community College, Hispanic or Latino students as of fall 2014 comprise 4.8% (319) of the total student enrollment. Plans for the future include more programming to educate the campus community, consideration of bi-lingual materials, and employees who are bi-lingual. In addition, Institutional Research will examine the retention, transfer, and graduation rates of these students as part of future Performance

Accountability Reports. This information was not included previously since the cohort of students was less than 50.

Strategy 3: Review current services provided to African American students and make recommendations for change. A sub-committee of the Cultural Diversity Committee met with representatives from Student Affairs and Academic Affairs to discuss HCC's current efforts. Members reviewed best practices at other colleges, attended the Males of Color Summit, and reviewed literature such as the "Aspirations to Achievement: Men of Color and Community Colleges" report produced in 2014 by the Center for Community College Student Engagement. Based on models at other colleges and a culmination of efforts, "My College Success Network" was established at the College. The details of this effort will be discussed later.

Strategy 4: Review cultural diversity course requirement. Currently, the College has a 3-credit Diversity course graduation requirement. In 2014-2015, academic policies committee and faculty council reviewed the current requirement and submitted recommendations for change to the Vice President for Academic Affairs. Those recommendations include the adoption of a standard definition of diversity for curricular purposes, removal of the stand-alone diversity graduation requirement, and diversity embedded at the course and program levels.

The Committee developed four strategies to address the goal: *Recruit and retain highly qualified, diverse employees*. The strategies and progress to date follow.

Strategy 1: Implement a survey to employees to assess current level of cultural diversity awareness.

The employee survey, also deployed in spring 2014 via email link, yielded similar results, with 326 employees giving high marks for HCC's free and open environment, welcoming campus, and positive interactions among those of different races and ethnicities. Employees felt that diversity was valued and practiced, and instances of either witnessing or being the victim of discrimination were few.

To reinforce these results, in the fall of 2014, when the College deployed the Personal Assessment of Campus Environment (PACE) Survey®, the College added several customized questions regarding diversity and campus climate. This assessment is a snapshot of the campus environment and was completed by all full-time employees. For each of the four diversity questions, and for all employee categories, scores were high. On a scale of 0-5, average scores ranged from a low of 3.89 for the question "[t]he extent to which I am satisfied with the College's efforts to create and sustain a diverse workforce" to a high of 4.18 for the question "[t]he extent to which diversity is valued at HCC." While there is clearly work to be done in improving certain factors related to the diverse campus environment, the Cultural Diversity committee was heartened that results of the PACE confirmed the in-house survey results to a great extent. College units are in the early stages of reviewing results, setting goals, and creating action plans based on this survey.

Strategy 2: Based on results of the survey, develop a training program to address the identified educational gaps. The Cultural Diversity Committee in collaboration with Academic Affairs, Student Affairs, and Human Resources hosted, “Enhancing Students’ Capacity for Success” by Dr. Sharon Fries-Britt. The first session was held as part of faculty professional development day and 94% of the faculty who completed the feedback survey indicated that the quality of the presentation was good or excellent. A second session was held for staff and on a 5-point Likert scale, employees rated 3.48 on the item, “the workshop allowed me to identify behaviors that both impede and enhance a climate of inclusion for all students.” In addition, the Vice President for Student Affairs and Institutional Effectiveness led an LGBTQ working group, that developed awareness and sensitivity training programs that will be presented to the campus community beginning fall 2015. This group will serve as a resource to address issues that arise and are currently proposing solutions to address gender identity and restrooms.

Strategy 3: Include diversity awareness information as part of new employee orientation. All full-time and part-time employees, with the exception of noncredit instructors, are required to complete Biennial Workplace Harassment Prevention Training. Initial training is delivered in a live, instructor lead session. Refresher training is delivered online. In addition, the College value of diversity is highlighted in new employee orientation and The Director for Human Resources and Employee Development serves on the Cultural Diversity Committee.

Strategy 4: Institute practices for search committees to further ensure a commitment to diversity. The Human Resources office reviews the applicants selected by the search committee for interviews and makes recommendations to expand gender, age, and ethnic diversity when appropriate. It is anticipated that in 2015-2016, training will be provided to search committee chairs and others on how to identify candidates who demonstrate a commitment to inclusion and educational equity. HCC uses a variety of popular web outlets to advertise job opportunities. The College also uses targeted advertising to reach diverse candidates and to conduct field-specific searches.

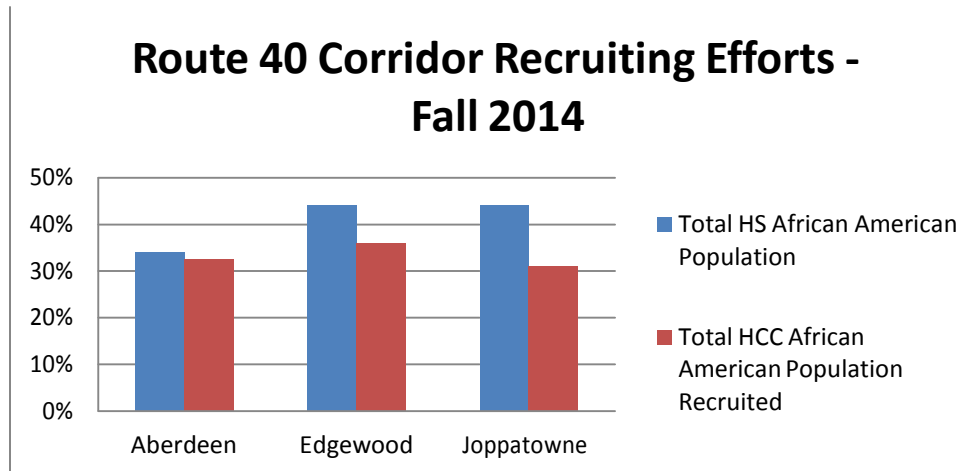
Efforts to Recruit and Retain Students

The MHEC Performance Accountability Report (PAR) provides the following assessment measure regarding the diversity of the student population at HCC.

	2010	2011	2012	2013	2014
Percent Non-Caucasian Student Enrollment	22%	24%	26%	25%	26.2%

Comparatively, the percent of non-Caucasian residents in Harford County 18 or older was 20% during this time period. These data indicate that HCC continues to do well in maintaining a racially and ethnically diverse student population as compared to the College’s service area of Harford County. Although the college experienced a drop in overall enrollment beginning in the fall of 2013, the percentage of minority student enrollment has continued to increase.

In the fall of 2014, the college enrolled 34.1% of all HCPS graduates from that year's graduating class (959), 21.4% of those students were minority. The College's admissions office has dedicated recruitment efforts to the Route 40 corridor high schools, which have the highest underrepresented populations in the county. For the fall of 2014 the African American population recruited from the Route 40 corridor schools were as follows:



*Data: HCC Institutional Research Office: Official HCPS High School Enrollment Data
The college's Admission's Office Recruitment Plan will continue to focus on increasing the educational opportunities to students within the Route 40 Corridor schools. With a dedicated recruiter, regular on-site cafeteria visits, as well as, scheduled admissions application days, placement test days and iPlan days, the admissions focus continues to be on bringing into balance the underrepresented student populations on campus.

In addition to regular high school recruiting visits and iPlans, the College has specialized programming and outreach to targeted prospective student populations. During the 2014/2015 academic year the admissions office sponsored the following programs targeted at specific populations within the HCPS.

- The first program was a college preparation and awareness tour for AVID (Advancement via Individual Determination) AVID is a program that strives to close the achievement gap by preparing all students for college readiness and success in a global society. Havre de Grace Middle School and Aberdeen Middle School which are member institutions partnered with HCC in order to fulfill the school-wide initiative of creating college-going campuses where all students graduate college-ready. Approximately 80 students from Havre de Grace Middle School were given a campus tour that introduced students to the concept of the college search process, learning in a college environment, and how to access college services. Educational facilitators and students found the program to be worthwhile and wish to repeat.
- The admissions specialists in their high school visits also explain and promote opportunities through the MD Dream Act information, for prospective students who may qualify. This addition publically promoted our mission to grant admission to students regardless of citizenship. Maryland Senate Bill 167—also known as the MD Dream Act—provides the opportunity for some undocumented non-U.S. citizens who

- attended high school in Maryland to receive in-state tuition (in-county or out-of-county tuition rates), when they meet state approved guidelines.
- Served approximately 25 students with IEP's in high school, from Harford County Public Schools (HCPS), with a half-day visit to campus. These students are provided with information about the college enrollment process, opportunities within Continuing Education and Training, information about Disability Support Services, presentations about the differences between high school and college, and personalized campus tours and lunch.

The Financial Aid Office (FAO) offers outreach programs to recruit students. The FAO hosts the *You Can Afford College* event in which students and their families receive information and one-on-one assistance to complete the FAFSA. The FAO also collaborates with Department of Social Services to provide financial aid materials to students in foster care. In addition, the FAO assists high school seniors who are members of the Harford County Boys and Girls Clubs to apply for financial aid. Efforts to assist with retention include additional meetings and correspondence to students on financial aid warning and providing additional information via Financial Aid TV to teach students strategies for becoming successful students. A new effort for this year was a designated staff member to serve as a liaison to the *My College Success Network* and be the direct financial aid contact for students in the Network.

The Palmas McGowan Memorial Scholarship was established in 2013. Students who participate in the Soar2Success and My College Success Network Programs, are eligible to apply for the \$1000 award. This year five students received awards ranging from \$200-\$500.

Percentages of students receiving need based Pell Grants.

Year	Pell Grant Recipients				Percentage of Total		
	White	Non-White	Missing	Total	White	Non-White	Missing
2011-2012	1432	928	15	2375	60.29%	39.07%	0.63%
2012-2013	1524	992	19	2535	60.12%	39.13%	0.75%
2013-2014	1378	913	22	2313	59.58%	39.47%	0.95%

Pell Grants continue to be awarded to non-white students at a rate slightly higher than the overall population of non-white students. In FY 2012, the non-white headcount student population was 26.5% of overall credit student enrollment while Pell awards were made to 39% of overall Pell Grant recipients. For FY 2014, non-white student headcount was 25% of overall credit student enrollment, while Pell awards again went to 39% of all students awarded Pell Grants. This is evidence of higher financial need among non-white students.

The MHEC PAR tracks student success, persistence, graduation and transfer rates for all students and for African American students over four years of enrollment. Increases in the rate of

improvements from the fall to fall in persistence and graduation for African American students outpace the rate of improvements of all students, indicating some progress in closing the achievement gap.

Successful-Persistor Rate After Four Years of Enrollment for ALL students:

80% of all students continued to succeed and persist after four years from their initial enrollment.

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort
Percentage of ALL Students Who Graduated, Transferred, or Persisted	78%	78%	77%	80%

Successful-Persistor Rate After Four Years of Enrollment for African American Students:

65% of African American students continued to succeed and persist after four years from their initial enrollment.

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort
Percentage of African American Students Who Graduated, Transferred, or Persisted	65%	63%	65%	65%

Graduation-Transfer Rate After Four Years of Enrollment for ALL students:

60% of all students graduated and/or transferred after four years from their initial enrollment.

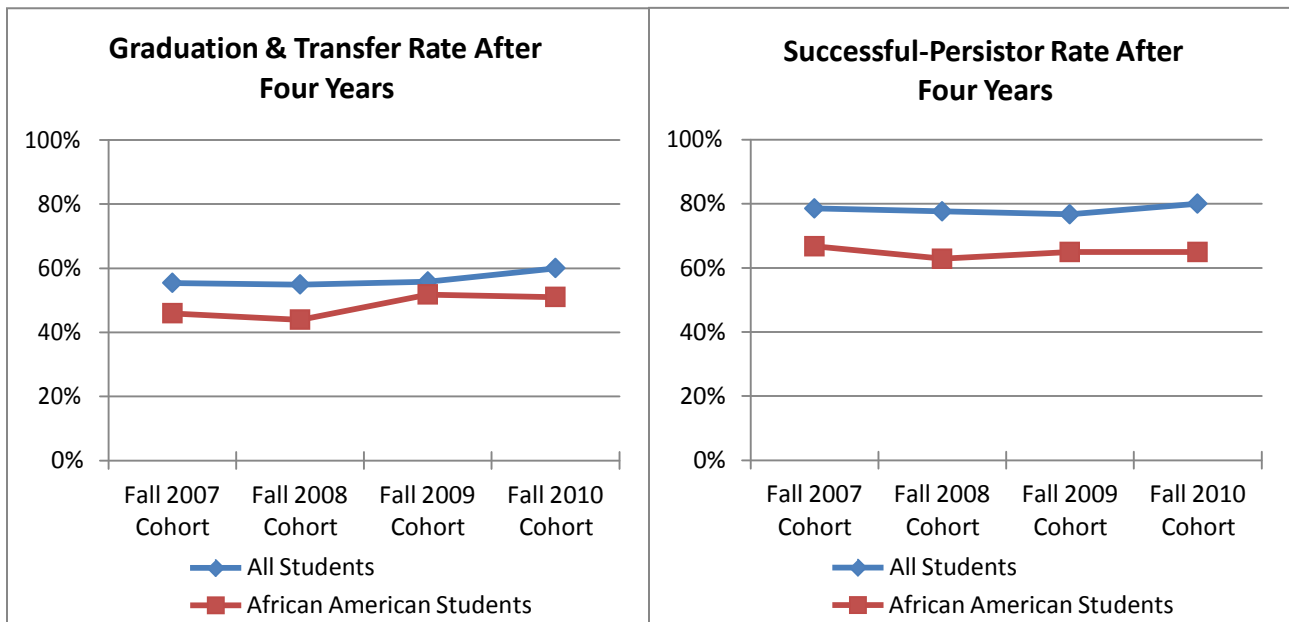
	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort
Percentage of ALL Students Who Graduated and/or Transferred	60%	55%	56%	60%

Graduation-Transfer Rate After Four Years of Enrollment for African American Students:

51% of African American students graduated and/or transferred after four years from their initial enrollment.

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort
Percentage of African American Students Who Graduated and/or Transferred	52%	44%	52%	51%

These data indicate there are still opportunities to improve student success, persistence, graduation, and transfer rates of African American students.



Some of the initiatives in place to address the attainment gap between Caucasian and African American students include the following:

My College Success Network is a network of services, events, staff, and faculty geared toward empowering and supporting African American students. The Network was implemented in July 2014 to address the attainment gap that exists between African American and Caucasian students. While the program is open to all students, newly enrolled African American students are invited to participate. A critical component of the My College Success Network is three full-time staff members dedicated to working with African American students. All newly enrolled African American students in fall 2014 and spring 2015 were assigned to a Student Success Advisor. The Student Success Advisor provides academic, career, and transfer planning services to students in all majors. Students in the network have the benefit of having an assigned advisor for continuity and guidance throughout their time at HCC. Students within the network who require zero to three transitional courses or are low income or first generation students are invited to participate in academic coaching, an additional layer of support. Two full-time Academic Success Coaches meet bi-weekly with selected students to establish student success plans, monitor academic progress, and provide cognitive and non-cognitive strategies for success. Academic coaching is offered in the form of a class, HD 110 – *Success in College and Beyond*. Therefore, students who satisfactorily complete academic coaching receive a college credit. Scholarship money was allocated to cover the academic coaching course tuition and fees so that students did not have to pay for the course. All students in the Network are also connected to cultural programming coordinated through the Soar2Success Program.

Results from the inaugural year of the My College Success Network are encouraging. Fall to spring retention for new African American students increased four percent from last year, 70% to 74%. This is just 4% less than the fall to spring retention for all new students (78%). The 68 students who participated in academic coaching in fall 2014 were retained for spring 2015 at an impressive rate of 93%; this is 15% higher than the fall to spring retention rate for all new

students. The table below reflects the fall 2014 to spring 2015 retention for My College Success Network students and the other comparison groups.

Student Population	Fall 14 - Spring 15 Retention
My College Success Network Academic Coaching Students (68)	93%
New African American Students – Fall 2014 (297)	74%
New African American Students – Fall 2013 (267)	70%
All New Students – Fall 2014 (1278)	78%

By the end of spring 2015, 425 students were invited to participate in the My College Success Network, 296 (70%) of those students participated in the program. Of the 296 participants, 109 (37%) students were selected and chose to participate in the academic coaching aspect. The majority of the students who completed academic coaching (68%) met all of the program requirements including enrollment in zero to three transitional courses. The students who participated in academic coaching that did not meet the requirement of being enrolled in zero to three transitional courses (32%) were low-income and/or first generation African American students. The following table shows the cumulative GPA after spring 2015 for My College Success Network students and other comparison groups.

Student Population	Cumulative GPA*
My College Success Network Participants (296)	1.78
My College Success Network Non-Participants (87)**	1.00
My College Success Network Academic Coaching Students Who Met 0-3 Transitional Course Requirement (74)	2.19
All My College Success Network Academic Coaching Participants (109)	2.05
New Fall 2014 Students Still Enrolled in Spring 2015 (995)	2.15

*2015 data does not include GPAs of students who have unresolved grades

**129 non-participants in total, only 87 had GPAs after the spring semester

These data indicate students who participated in the My College Success Network earned higher GPAs than students who did not participate. Furthermore, My College Success Network students who participated in and met the program requirements for academic coaching performed substantially better than Network participants and non-participants and had an average cumulative GPA higher than that of all new students (2.19 compared to 2.15).

The STEM Scholars STEP Up program is one of Harford Community College's First Year Experience activities; it is an academic skills preparation program offered in the summer session. The program is open to incoming and current science, technology, engineering and mathematics majors at Harford Community College who are identified based on marginal placement scores, poor grades, or withdrawing from courses. This four-week program meets three days per week and offers customized, intense mathematics review; academic skill building (time management, study skills, information literacy); and science and engineering labs. Students also meet daily with a scientist or engineer to discuss careers and other areas of interest. Students who complete the program are tracked in subsequent semesters for course selection, success, and completion. A review of the data shows that students who complete the STEM Scholars STEP Up program

place into higher levels of math than their original placement and they are more successful in the completion of their science and math courses. Students attend from a diverse background in terms of high schools and ethnicities; this year, a third of the enrolled students are students of color. The majority of the students are engineering majors; other majors include computer science, biology, and chemistry.

iPrep Week is a week-long academic review program. Students will have a chance to “warm up” for the fall semester, learn about student services, and take part in faculty-led instructional review sessions in reading, writing and math. At the end of the week, students will have the opportunity to re-take the placement test with the hope of placing into a higher level course and accelerating their progression at the College.

The Soar2Success Program coordinated by a student diversity specialist, provides programs and events to increase cultural awareness and to engage all students, and in particular African American students. The program has three main goals: to help students to become engaged in their academic success, to help students to develop their leadership skills, and to help students to expand their world view. This program also coordinates co-curricular events and campus-wide cultural programming and collaborates with academic affairs to promote culturally relevant instruction. The specific events hosted during 2014-2015 will be highlighted later in this report.

Efforts to Recruit and Retain Employees

The MHEC Performance Accountability Report (PAR) contains two indicators that track the percent of minorities of full-time faculty and full-time administrative and professional staff:

Percent of Minorities of the Full-Time Faculty

In 2014, 8.9% of the full-time faculty were members of minority populations, an increase of two full-time faculty (with a net decrease of three white full-time faculty.)

	2010	2011	2012	2013	2014
Percent of Minorities of the Full-Time Faculty	7.3%	7.1%	8.7%	6.7%	8.9%

Percent of Minorities of the Full-Time Administrative and Professional Staff

In 2013, 15% of the full-time administrative and professional staff were members of minority populations, an increase of two staff members.

	2010	2011	2012	2013	2014
Percent of Minorities of the Full-Time Administrative and Professional Staff	16.3%	17.4%	16.4%	14.3%	15%

These data indicate that efforts to recruit and retain minority employees are beginning to pay off. There continue to be opportunities to improve the recruitment, development, and retention of diverse employees.

Some of the initiatives in place include the following.

The Human Resources office uses a variety of popular web outlets for advertising position openings, including CareerBuilder.com, HigherEdJobs.com, and the Chronicle of Higher Education. In addition, the College uses targeted advertising both for under-represented groups and field-specific searches. Recent postings were placed on DiverseEducation.com, Journal of Blacks in Higher Education, Student Affairs Administrators in Higher Education, Insight into Diversity, Minority Update, and the National Association of African Americans in Human Resources.

The Assistant Director for Human Resources works with search committees to ensure a diverse pool of candidates and finalists for employment consideration and provides review and oversight for all hiring and promotion decisions to ensure fairness, equity, and commitment to the College's principles of diversity. The percentage of the College's internal promotions filled by non-white employees has fluctuated over the past five years from 9% in FY 2011, 6% in FY 2012, to 17% in FY 2013, 9% FY 2014, and 13% in FY 15. Also in FY 2015, 73% of promotions were awarded to women candidates.

The HR office introduces new hires to all the College's core values, including the importance of Diversity, in New Hire Orientation. In addition, these principles are reinforced in the College's mandatory supervisory training program. The College complies with requirements to complete an annual Affirmative Action Plan.

Specifically regarding hiring and retention of diverse faculty, the College's academic deans use strategies to encourage minority recruitment and hiring which include the use of personal contacts, professional associations and advisory board affiliations, direct advertising at institutions with large minority student enrollments, as well as the use of publications that target minorities. Some academic deans have mentored, advised, and supported minority faculty in their work and hired minority faculty to work with incoming students over the summer to be strong role models.

Deliberate recruitment efforts are used to hire a diverse group of students to work on campus as Orientation Leaders, Peer Leaders, and Student Assistants. Students hired varied in age, ethnicity, and high school attended. Student leaders are visible to large numbers of students and the positions provide opportunities for personal growth and leadership development.

Efforts to create positive interactions and cultural awareness

Through the efforts of the Library, Hays-Heighe House, and Office of Student Activities, the College has robust co-curricular programming for students and cultural diversity awareness programs for employees and community members.

The HCC Library and the historic 1808 Hays-Heighe House at Harford Community College each develop and deliver educational exhibits/displays and educational programming throughout the year; much of the programming and many exhibits include culturally diverse topics and themes. The programs included:

- Hosted a Cultural Diversity Day focused on Latino Americans. We provided free Mexican-themed snacks on that day and posted numerous items relating to Latino American literature, history and culture on our Facebook page throughout Hispanic Heritage month. During that month, we also organized a discussion of the 2014 pick for “One Maryland One Book,” which was *The Distance Between Us* by Reyna Grande (the story of an undocumented Mexican immigrant family).
- Hosted a Cultural Diversity Day focus on Native Americans. Living history interpreter Mary Ann Jung presented “Margaret Brent and the American Indians”. Throughout National Library Week (April 15-April 19), three of the Library’s display cases were filled with artifacts and information pertaining to Native Americans. We served free hot chocolate for students one day that week, made with a special recipe attributed to the Aztec tribe.
- Many of the displays in the Library throughout the year (and Facebook posts) focused on cultural diversity including these specific displays/themes: Civil Rights Act 50th Anniversary; Women’s suffrage movement during the early 20th century; Hanukkah; Black History (including a display featuring research on unconscious racial bias and another commemorating the 50th anniversary of the assassination of Malcom X); and military families. In March, we also posted numerous items pertaining to Irish-American literature, culture and history on Facebook during Irish American Heritage Month.
- Exhibits and programming at the Hays-Heighe House included a focus on the British and American women’s suffrage movements in the early 20th century (as one aspect of the exhibit on “The Racehorse, the Royals, and the Writer: The Legacy of Herman Duryea) during the fall and a focus on military families in the spring. Specific programming related to women’s suffrage included: screening and discussion of *Iron Jawed Angels* (on the life of American suffragist, Alice Paul – Nov. 4, 2014); lecture and discussion on “The Global Legacy of the Women’s Suffrage and Political Union (Nov. 11, 2014); and living history interpretations of Elizabeth Cady Stanton (Nov. 22, 2014) and Alice Paul (Dec. 2, 2014).
- During early spring 2015, the Hays-Heighe House hosted a traveling exhibition, “Unclassified: The Military Kid Art Show” with related programming about the culture and experiences of American military families. Specific programs included: screening and discussion of two films (*BRATS: Our Journey Home* on Feb. 4, 2015 and *Our Own Private Battlefield* on Feb. 24, 2015); a panel discussion “Through Their Eyes: Military Family Life” (Feb. 10, 2015); a poetry jam (“Poetry Is an Act of Peace,” on Feb. 18, 2015); a talk on “The Lighter Side of Military Kid Culture” (Mar. 10, 2015); and a two-person panel on “When Mom or Dad Is a Soldier” (Mar. 13, 2015).

- During Irish American Heritage Month, we also held an Irish tea at the Hays-Heighe House.
- With the help of volunteer master gardener, Jane Howe, the Hays-Heighe House maintains an “African American Heritage Garden,” which is a display garden located in a prominent spot near the Library.

Office of Student Activities Programs and Events

The Soar2Success program offers co-curricular programs and events to increase cultural awareness and to engage all students, in particular African American students.

This year’s programs included ICanSucceed empowerment program. This program featured a keynote speaker, Meshelle, author and comedian who is the founder of GoalDiggers a young women’s support group based in Baltimore, MD. Also offered were breakout sessions for men and women and information on financial aid and other student services.

Other programs included:

- Nationally renowned speaker, author and activist Kevin Powell presenting, “Coming Together and Living in a Multicultural America.”
- A screening of documentary from genealogy series, *Finding Your Roots* with genealogist Reggie Bishop sharing information about Harford County families.
- Screening and discussion of the movie, **Selma**
- Student attendance at the 8th annual Black Male Summit at the University of Akron in Ohio. Student attendees presented to employees and other students on campus as to what they learned from the experience. Co-sponsored with Visual, Performing, and Applied Arts Division an exhibit titled, *Oppression and Opposition: Race, Politics, and Art*.
- A documentary screening and discussion of the *Latino List* highlighted the experiences of the Latino diaspora.

Special Cultural Events and Performances

The College offers special events and performances by nationally known artists as well as shows and exhibitions by local artists, students, and faculty members. The programming offers members of the community to enjoy fine cultural and artistic opportunities that are normally available only in more urban areas. Striving to present offerings that broaden cultural awareness, the College is eager to share these opportunities with all who are interested and keeps admission prices as modest as possible to reach the broader community. In FY15, the College presented *Cirque Alfonse: Timber!*—an innovative blending of acrobatics, theatre, dance, live music and folklore. This performance and post-show Q & A provided students, faculty, staff, and the community at large a unique cultural opportunity to experience French Canadian cirque tradition and the rich sound of traditional Quebecois music. The performance was an opportunity for residents in our rural-suburban location to experience the distinctive talents of contemporary artists, as well as to increase the cultural awareness of many audience members. The attendance drew an intergenerational audience, many of whom anticipated a typical cirque event, but were awed by the breathtaking hatchet juggling, log-balancing, and saw-jumping performed to the live folk music of talented French-singing musicians. The post-performance discussion with Q & A

provided audience members a face-to-face opportunity to learn about a cirque family's artistry and tradition along with French Canadian folklore.

Other initiatives supporting the cultural diversity plan

To further diversity awareness and knowledge, all employees in Student Affairs and Institutional Effectiveness included on their 2014-2015 performance reviews the goal, "attend at least one program, workshop or event, which allows me the opportunity to learn about and/or interact with people who are different from myself in terms of varied abilities, ages, cultures, ethnicities, genders, gender identities, races, religions, sexual orientations, or other differences from my own qualities." Employees attended a variety of programs and events such as the following:

Discussions on Susquehanna to Freedom about the Underground Railroad, webinars from the Minority Male Community College Collaborative organization, Webinar on Counseling and Advising Men of Color in Community College, Screening and discussion of the movie "Fixed" sponsored by Disability Support Services, screening of "Escalation" documentary on relationship violence, workshop called "Brats, Our Journey Home" focused on military culture and lifestyle, workshop "Bridges Out of Poverty"-strategies for improving outcomes for people living in poverty, attendance at NACADA Webinar, "Expanding Your Comfort Zone-strategies for Developing and Demonstrating Cultural Competencies in Academic Advising" by Dr. Blane Harding, attendance at session, "Coming Together, Living in a Multicultural World" by Kevin Powell.

Academic Affairs also had faculty include a goal on their professional development plans that addressed the achievement gap. The Academic Affairs Strategic Plan includes a focus on eradicating the attainment gap based on income, race, gender, and ethnicity and developing programs to increase student success and promote goal completion. The plan instructed each academic division to formulate for itself at least one goal addressing the African American achievement gap. Similarly, the plan asked all faculty to incorporate in their yearly goals at least one that addressed the achievement gap of African Americans. Some examples of activities include attendance at a webinar "Grounding Recruitment and Retention in a Multicultural Model," and focused discussions on the attainment gap facilitated by faculty. Faculty professional development day included sessions "Enhancing Students' Capacity for Success," "Universal Design for Learning," and "The Role of Student-Faculty Interaction in Increasing Student Engagement." Faculty also made a deliberate effort to have more intrusive outreach and conferencing with African American students.

In November 2014, the office of the Vice President for Student Affairs and Institutional Effectiveness established to improve the campus climate for LGBTQ students and employees at Harford Community College through educational programming. Subcommittees were formed to develop two types of training programs:

1. LGBTQ Awareness: Creating an Inclusive Campus Environment. A 30-minute, basic sensitivity training, designed to address basic terminology, issues and resources related to the LGBTQ community. The goal is to provide this training to all HCC employees and to eventually include the presentation (or an electronic version) in new employee orientation. The training is in final stages of development with anticipated delivery dates starting in fall 2015.

2. LGBTQ Ally Workshop. A 2-hour ally workshop designed to provide advanced concepts to employees and students who wish to identify themselves as allies to LGBTQ students and staff. This interactive workshop provides a more in-depth look at LGBTQ terminology, educates participants about the differences between biological sex, gender identity, and gender expression, and helps to prepare allies for real-life scenarios that LGBTQ persons face on college campuses. The training has been finalized and will be delivered in each semester in the upcoming academic year. (Prerequisite—must attend LGBTQ Awareness 101 Training)

Disability Support Services (DSS) partnered with College Success Network to have a representative from DSS on the network. This partnership has allowed the MCSN to refer students directly to a DSS Student Development Specialist for disability services. DSS presented a screening of the movie *FIXED*, as part of “Faces of Disability” awareness campaign. The office partnered with Department of Public Safety to create a safety and physical self-defense program, “BE SAFE” and it collaborated with Department of Public Safety and English department for “Love Day Poetry Slam” to raise awareness about domestic violence. The office utilized building spaces and pathways to exhibit poster boards and sidewalk stickers of notable persons with disabilities for “Faces of Disability” awareness campaign

GED, Adult Basic Education, and English as a Second Language instructors participated in a workshop focused on Ruby Payne’s *Bridges Out of Poverty*. At the end of the session, instructors were able to define poverty, identify the hidden rules of poverty, and identify instructional strategies for working with students living in poverty. The program was assessed by a participant survey, which indicated that the majority of instructors met the learning outcomes for the session. Continuing Education and Training continued to offer English as a Second Language (ESL) classes and collaborated with the Learning Assistance Center to provide support for ESL students.

Howard Community College

Cultural Diversity Plan Report – August 2015

Howard Community College (HCC) has had a diversity plan in place for over 25 years. The diversity plan sets forth guidelines for ensuring equal opportunity and improving cultural diversity in recruitment, employment, academics, and the overall experience at the college. It mandates that HCC's diversity programs will provide opportunities for the college community to engage in understanding, awareness, and respect of differences in age, gender, sexual orientation, race, religion, ethnic backgrounds, and ability/disability, as well as the values of equal rights, equal access, and equal treatment. To oversee diversity activity, the plan calls for the college to continuously maintain a diversity committee appointed by the president. The committee is required to annually review and update the diversity plan as appropriate.

The college's diversity plan and related administrative and personnel policies are publicly available via the college's website. In addition, communications will be sent to college employees via e-mail, president's update, employee orientations and training programs, constituency group meetings, and posted in various areas around the college campus. The equal opportunity clause shall be incorporated in all purchase orders, leases, contracts, etc., covered by Executive Order 11246, as amended, when applicable, and all implementing regulations.

Diversity Committee

The diversity committee consists of representatives from all college constituencies to promote diversity throughout HCC. Specifically, membership must include, but is not limited to:

- two faculty members;
- two support staff employees;
- two professional/technical employees;
- one administrative employee;
- one student;
- two at-large employees;
- associate vice president of human resources (ex officio);
- coordinator of the institution's compliance with Section 504 of the Rehabilitation Act of 1973;
- director of student life (ex officio); and
- other members as needed to carry out the duties of the committee.

The criteria for membership will include consideration for representation sensitive to all ages, genders, sexual orientations, races, religions, ethnic backgrounds, abilities, and disabilities whenever and wherever possible.

Summary of the Institution's Plan to Improve Cultural Diversity

Diversity Objectives

- A. The diversity plan and all related policies will serve as guidelines for the achievement of equal employment opportunity at the college:
- i. ensuring that each recruitment makes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool; avoiding discrimination on the basis of race, ethnicity, creed, color, religion, gender, age, national origin, sexual orientation, occupation, veterans status, marital status, genetic information, source of income, gender identity or expression, physical appearance, familial status, physical or mental disability of otherwise qualified individuals, or political opinion, and ensuring vigilance in eliminating any such discrimination; and
 - ii. using an internal complaint resolution mechanism whereby any complainant can internally resolve grievances; and
- B. The college community is committed to meeting educational needs that promote sensitivity and value diversity by proactively identifying areas in which programs may be needed (training shall be open to employees and students, as appropriate) and encouraging the development and continual improvement of a curriculum of inclusion.

Responsibility for Implementation

All employees have an important role in the implementation of this plan. While additional responsibilities may be outlined in annual strategic planning, core work, and individual job descriptions, several notable accountabilities include the following:

A. President –

The president has ultimate authority for implementation of this plan but delegates implementation roles to the diversity committee and the associate vice president of human resources. The president provides direction to these key units, the president's team, and others involved with supporting diversity plan goals to comply with the college's commitment.

B. Diversity Committee –

The diversity committee will:

1. promote and advocate diversity within the college;
2. review and update the diversity plan, and college policies annually; submit plan and report to the board of trustees by May 1 and to MHEC by September 1 each year in accordance with state law;
3. provide reasonable and realistic recommendations for areas of the college where disparity exists in the workforce, academic affairs, and/or student services, when applicable;
4. provide a voting member who has completed the required training to serve on selection committees in accordance with personnel procedure 63.02.03 to monitor equitable recruitment and selection;
5. plan and implement, or co-sponsor diversity programming for the college community, maintaining the standards for designating a program as appropriate for diversity credit (the college will provide a budget for required trainings);

6. provide financial support to student life to help pay for diversity-related programs that are aimed at students but also offer diversity credit for employees;
7. review the college's annual employee and student survey data pertaining to the climate of diversity on campus; and
8. prepare an annual report to the college president, also available to the college community, on the operations, accomplishments, and future recommendations of the committee.

C. Office of Human Resources and Associate Vice President Of Human Resources –

The associate vice president of human resources with the assistance of the office of human resources will:

1. serve as a resource on affirmative action to the college community;
2. serve as an advisor in matters of affirmative action and equal employment opportunity to all college employees with supervisory and hiring responsibilities;
3. develop reports on an annual basis that statistically analyze HCC's recruitments, job applicants, hirings, promotions, terminations, and progress toward the college's diversity priority and affirmative action goals (where applicable), for the college president and the diversity committee;
4. keep the college administration and diversity committee informed of the latest developments in the areas of equal opportunity and affirmative action;
5. ensure that search committees for all budgeted full-time faculty and staff positions classified at grade 12 level and above include a current or past member of the diversity committee, and monitor all such selection committees to ensure diverse representation in accordance with personnel procedure, Selection of Faculty and Staff – 63.02.03; and
6. provide training to all search committee members, for budgeted positions at grade 12 and above and all full-time faculty positions, on employment laws and diversity sensitivity related to recruitments.

D. All employees with hiring involvement and/or supervisory responsibility have responsibility to -

1. create, through their work environments and contacts with the community, a campus that upholds the concepts outlined in this plan and provides equal opportunity for all;
2. ensure that all employment practices are conducted in a lawful nondiscriminatory manner;
3. monitor the progress toward equal employment opportunity and affirmative action of all units under their supervision;
4. conduct regular discussions with their staff to assure the college's policies are implemented. This responsibility should be seen as an integral part of their duties and evaluation;
5. establish an atmosphere that is conducive to implementing the directives of the president and the board of trustees;
6. familiarize themselves with and adhere to all related college policies and procedures and will consult with the associate vice president of human resources if clarification or interpretation is required; and
7. attend required training sessions prior to or concurrent with serving on a search committee.

E. Howard Community College Employees –

1. Each budgeted staff member and full-time faculty member must participate in at least two diversity programs or trainings per year; and
2. All college employees must treat other employees, students, vendors, visitors, and any other individuals on campus with respect and dignity at all times, in accordance with college policies on discrimination and diversity.

F. Students –

HCC recognizes the critical role of an educational institution in preparing its students to become contributing members and leaders within a global community. In support of the college's mission/vision/values, through instruction and programming, support for a diverse community, and examples by faculty and staff, the college will encourage students to:

1. be respectful of all people and become advocates for the respectful treatment of others;
2. cultivate an appreciation for the differences of others;
3. explore and seek out opportunities to learn about different points of view and human experiences;
4. develop a set of communication competencies to help improve interactions with people of diverse backgrounds; and
5. attend college-sponsored and community diversity programs.

Accomplishments

HCC is proud of its diversity plan and ongoing diversity programming on campus. Cultural diversity continues to be addressed in a number of ways, including the following, among others:

- The offering of a multitude of diversity/culture educational and awareness events for employees and students throughout each year, including films, music, lectures, and discussions, highlighted by an annual “Diversity Week” each spring.
- The requirement that each budgeted staff member and full-time faculty member participate in at least two diversity educational sessions per year.
- The requirement that all employees take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees re-take it every two years. This training has been recently modified to include new requirements mandated by Title IX and the Violence Against Women Act (VAWA).
- The monitoring of recruitment efforts and personnel actions to ensure equal opportunity and non-discrimination;
- Academic options within the interdisciplinary studies major in the subjects of diversity studies and women's studies.
- The admissions and advising office has close working relationships with schools, community organizations, and other institutions that enhance the college's ability to attract diverse populations. The college works with groups such as Conexiones, a community-based organization that helps Hispanic students in Howard County achieve academically; high school clubs for Hispanic students; the Black Student Achievement Program; Alpha Achievers, a support group for African-American males in the Howard County Public School System; and FIRN, the Foreign-born Information and Referral Network, a Howard County nonprofit that helps immigrants and refugees. The admissions and advising office

works with the college's English Institute and credit-free English as a Second Language (ESL) programs to enhance student access to HCC. The admissions and advising office participates in many fairs for diverse populations, conducts its own fairs, such as the Historically Black Colleges and Universities college fair, and forms partnerships with a broad range of colleges and universities to incorporate access to the next step following HCC.

- Examples of innovative academic programs include the Silas Craft Collegians Program, which provides a highly-supported learning community for students whose past academic performance does not reflect their true potential, and StepUP, a program that pairs students with faculty/staff coaches who provide one-on-one support for managing the challenges of college. Many students in these programs are from underrepresented groups, often first-generation college students.
- Project Access is a program designed to significantly facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities.
- The Global Distinction Program is an academic enrichment program open to students in all degree programs. To earn global distinction, students must (1) take 15 credits of globally intense coursework (including world languages) and earn a "C" or higher, (2) participate in a globally enriching event each semester, (3) either study abroad or complete an internship that provides experiential global learning, and (4) demonstrate their learning in a portfolio.
- INSPIRES Global Perspectives is a year-long faculty and staff professional development program that allows employees to study, reflect on, and incorporate a global perspective into their core work.
- Howard P.R.I.D.E. is a leadership program that encourages the continued academic, professional, and personal development of black male students. Participants of Howard P.R.I.D.E. have the following resources available: tutoring, mentoring, service learning, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.
- The Hispanic Student Success Completion program (Ambiciones) promotes Hispanic student success by recruiting Hispanic students and implementing initiatives to focus on retention of these students. The project also links Hispanic/Latino students to academic support services to ensure students' success, retention, and completion.
- The Women of Color initiative is underway and the goal is to welcome women of color to the HCC community through a series of programs that will be of interest to them and can help with their personal and academic development.
- The development of the HCC Safe Zone through collaboration of the Wellness Center and the Counseling and Career Center. The Safe Zone is a network of allies committed to providing a welcoming, supportive and safe environment for lesbian, gay, bisexual, and transgender (LGBT) students, staff, and faculty. Comprehensive training is provided to allies who then provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBT students and employees.

According to Education Article §11-406, an institution that already has a program of cultural diversity must develop and implement a plan for improving the program. A number of recommendations were made in last year's report to the board of trustees. Some new developments include:

- An orientation for new Diversity Committee members was provided to help them understand the goals and responsibilities of the committee.
- Increased training for the Diversity Committee members and college community including featured training on “Teaching about Diversity: Conflicting Views on Class and Race”; awareness about veteran students; and “Managing Micro Messages”.
- The Diversity Week planning committee continues to plan events throughout the day and evening to meet the needs of employees and students. The week-long program consisted of 28 events reflecting many facets of diversity, such as race, sexual orientation, religion, gender, abilities/disabilities, and mental health issues. Once again, a number of the Diversity Week events were held in the evening to be more accessible to evening students and employees.

While the HCC diversity plan is already very comprehensive, and is enhanced each year, there are some additional improvements that can be explored.

Recommendations for Enhancing HCC’s Diversity Plan by May 1, 2016

- 1) Increase the offerings of future diversity trainings and workshops. Suggested topics for future expansion include: mental health; lesbian, gay, bisexual, and transgender; multicultural counseling; cross-cultural understanding; and coaching for diverse groups of people.
- 2) Coordinate more diversity events/programs with groups in conjunction with the Hispanic Student Success program, the Women of Color initiative, and student clubs to increase the scope and variety of programs.
- 3) Offer online diversity trainings and programs to expand diversity training opportunities to a larger group of the college community.
- 4) Continue to seek out additional meeting times, locations and partnerships for diversity events to accommodate the growing needs of the college. Staff meetings are also a possible time to hold a diversity activity, particularly for smaller offices where coverage may be an issue.
- 5) Explore implementing a monthly discussion series on diversity-related topics for the campus community.

Education Article §11-406 also requires the institution to describe its process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. HCC currently posts all campus crime statistics, including hate crimes, on its public web page in its Campus Crime Report, which can be found at <http://www.howardcc.edu/students/security/>. The report shows the previous three years of data, during which time there were no reported hate crimes on campus.

And finally, the statute asks each institution for a summary of any resources, including state grants, needed by the institution to effectively recruit and retain a culturally diverse student body. The following is a list of possible uses for grant money, which would help the college in its diversity initiatives:

- **STEM Opportunities:** Programs and scholarships that increase opportunities for underrepresented students in the science, technology, engineering, math (STEM) and critical language programs.
- **Assistive Technology:** Funding for educational technology that enhances learning and supports the access and success of students with disabilities.
- **Transition to college/employment for students with disabilities:** As mentioned in the previous bullet, HCC provides support to a large number of students with disabilities, including a summer enrichment/transition program for high school students with disabilities and a career series program geared specifically for employment opportunities for the disabled. Additional funding will be needed for the expansion of these programs as space is currently limited and the demand is rising consistently each year.
- **Additional funding for individualized academic support for low-income, first-generation college students:** The college currently has a successful grant used to provide academic and personal support to disabled, low-income, and/or first-generation college students. During the new grant cycle (2010-2015), the base grant was flat-funded in 2010 and reduced annually by over 5 percent in subsequent funding years. The college will need to secure additional funding to support increased staffing levels and/or long-term sustainability.
- **Childcare:** Additional funding will be needed to assist low-income and unemployed parents with supplementing the costs of childcare.
- **More funds for early college awareness and preparedness programs:** The college would like to build upon its outreach efforts to include students in the younger grades, including upper elementary through the ninth grade. Funds including grant funding to expand this effort would be helpful particularly for youngsters who are first-generation college students, those from low-income homes, foster children, Title I schools, and others who may be disadvantaged from an early age to recognize that college is a possibility for them. There are many forms such programs could take including: on-campus summer programs, partnering with county health and nutrition programs to integrate preventative healthcare into early college awareness, cohort groups where youngsters advance on to college as a group starting from the fourth or fifth grades, tutoring and mentoring, parental and parent-child educational programs, camp scholarships, transportation, and more. School dropout rates are higher for some children than others. As a result, programs that promote persistence to postsecondary education are critical.

Efforts to Increase the Numerical Representation of Traditionally Underrepresented Groups

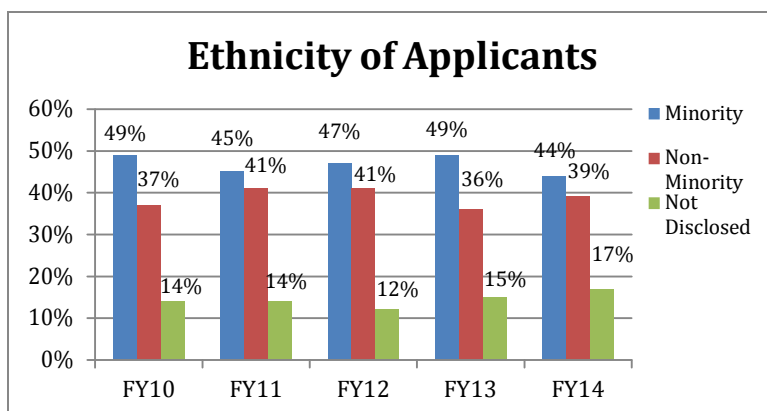
Underrepresented Groups Among Employees

The college has set a strategic goal that 24 percent of its full-time faculty positions and 24 percent of its administrative and professional staff positions be held by minorities.

Towards that end, the college makes every effort to attract minority candidates to its applicant pools for vacant jobs. That is, HCC specifically targets minority groups whenever possible in its recruitment efforts to increase the chances that the best candidate overall for a position will be a minority.

For example, human resources representatives attend a number of job fairs at local colleges with high minority populations, and advertisements are posted on websites that cater to minorities such as *Diverse Issues in Higher Education* and *Hispanics in Higher Ed*. Additionally, in each recruitment effort the human resources office searches for minority associations particular to that profession, such as the National Association of Black Accountants for an accounting position.

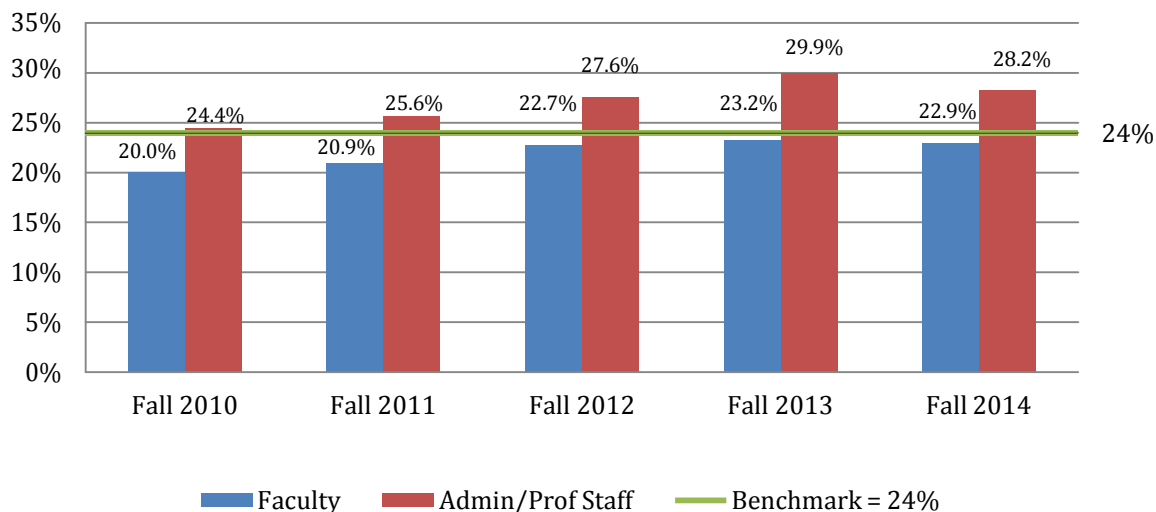
The chart below shows the number of minority applicants for vacant positions at the college for the past five years. In each of the years nearly half of applicants who disclosed their race have been minorities.



We believe that the effort to reach minority applicants is one of the driving factors behind the college's improvement in its minority percentages in key positions. As shown in the chart on the next page, the percentage of minorities in full-time faculty positions has fallen slightly after three straight years of growth and currently sits at 22.9%. While that does not meet our strategic goal, we are pleased with our progress of the past four years overall.

Also shown in the chart is that the percentage of minorities in administrative and professional staff positions (as identified by MHEC's Employee Data System data project) is currently at 28.2 percent. This percentage has fallen slightly from the previous year after several years of growth, but still exceeds our strategic goal.

Percent of Minority Employees



Underrepresented Groups Among Students

The student body at HCC is diverse. For fall 2014:

RACIAL/ETHNIC GROUP	n	%
American Indian/Alaskan Native	26	0.3%
Asian	1325	13%
Black/African American	2958	29%
Hispanic/Latino (of any race)	992	10%
Native Hawaiian/Other Pacific Islander	26	0.3%
White	4150	41%
2 or More Races	438	4%
Unknown	269	3%

As the college examines the progress of those students through the programs, there were some performance gaps. To close those gaps, the college sponsors three initiatives.

1. The **Silas Craft Collegians Program (SCCP)** is a comprehensive academic program launched in FY 2001 specifically designed for recent high school graduates whose past academic performance does not reflect their true potential. The end goal of the program is an associate's degree. A select group of students matriculate through the program together as a learning community, receiving personalized academic and personal development support, mentoring/coaching and peer reinforcement.

Performance metrics include:

Retention: Two Years After Entry

Fall 2012 to Fall 2014: first-time SCCP students: 56.5 percent
(n = 13/23)

Fall 2012 to Fall 2014: all SCCP students: 32 percent (n = 26/81)

Exceeded benchmark of 30.7 percent

Three Years After Entry

Fall 2011 to Fall 2014: first-time SCCP students: 11.5 percent (n = 3/26)

Fall 2011 to Fall 2014 all SCCP students: 13.9 percent (n = 11/79)

Did not exceed benchmark of 15.6 percent due to early transfer and graduation of 34 students.

Fall to Spring Retention

Fall 2014 to Spring 2015: first-time SCCP students: 90.9 percent (n = 20/22)

Fall 2013 to Spring 2014: all SCCP students: 78.5 percent (n = 66/84)

Exceeded benchmark of 70.3 percent

Graduation and Transfer Rates = 34.6 percent (Exceeded benchmark of 30.2 percent)

2. **Howard P.R.I.D.E.** was established to help close the achievement gap of black males, who are the most “at-risk” population within the institution.

The program began in fall 2012 and is designed to provide student success services to Black male students in an effort to assist participants in maintaining good academic standing (a minimum of 2.0 grade-point average), to complete developmental math requirements, and to increase their retention, transfer and graduation rates. Assistance with math, particularly developmental math, is a key component of the program. Another significant offering of the program is mentoring. The program helps students develop leadership and personal skills, such as public speaking and interviewing for a job. The program's Black Male Summit is designed to 1) listen to students as they describe their experiences at HCC; 2) identify obstacles that may stand in the way of Black male student success at the college; 3) implement suggestions for improving HCC services and offerings; and 4) provide an opportunity for students to network. In academic year 2014-15, Howard PRIDE served 129 students.

Performance metrics include:

Retention Rate Benchmark: 90 percent of HCC students who participated in Howard P.R.I.D.E. who were enrolled for fall semester and who returned the following spring semester.

91 percent (60/66) retention rate for 2013-14

84 percent (98/117) retention rate for 2014-2015

Academic Success Rates: 75 percent of students who participated in Howard P.R.I.D.E. will have a fall or spring term GPA of 2.0 or higher.

- 59 percent (68/115) achieved a 2.0 or higher in fall 2014
- 58 percent (56/96) achieved a 2.0 or higher in spring 2015

Success Rate (developmental education math) Benchmark: 60 percent of the students who receive tutoring will earn a "C" or better grade in the course(s) for which they were tutored.

- 70 percent (23/33) success rate for fall 2014
- 48 percent (19/40) success rate for spring 2015

3. In spring 2015 a new program called **Ambiciones** was launched to support the success of Hispanic and Latino students on campus.

Efforts Designed to Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus

Cultural Training Programs

- The offering of a multitude of diversity/culture educational and awareness events for employees and students throughout each year, including films, music, lectures, and discussions, highlighted by an annual “Diversity Week” each spring.
- The requirement that each budgeted staff member and full-time faculty member participate in at least two diversity educational sessions per year.
- The requirement that all employees take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees re-take it every two years.

Curricular initiatives

- Academic options are offered within the interdisciplinary studies major in the subjects of diversity studies and women’s studies.
- The Global Distinction Program is an academic enrichment program open to students in all degree programs. To earn global distinction, students must (1) take 15 credits of globally intense coursework (including world languages) and earn a “C” or higher, (2) participate in a globally enriching event each semester, (3) either study abroad or complete an internship that provides experiential global learning, and (4) demonstrate their learning in a portfolio.

Co-curricular initiatives

- Examples of innovative academic programs include the Silas Craft Collegians Program and StepUP, a program that pairs students with faculty/staff coaches who provide one-on-one support for managing the challenges of college. Many students in these programs are from underrepresented groups, often first-generation college students.
- Project Access is a program designed to significantly facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities.
- INSPIRES Global Perspectives is a year-long faculty and staff professional development program that allows employees to study, reflect on, and incorporate a global perspective into their core work.
- Howard P.R.I.D.E. is a leadership program that encourages the continued academic, professional, and personal development of black students.
- The Hispanic Student Success Completion program (Ambiciones) promotes Hispanic student success by recruiting Hispanic students and implementing initiatives to focus on retention of these students. The project also links Hispanic/Latino students to academic support services to ensure students’ success, retention, and completion.
- The Women of Color initiative is underway and the goal is to welcome women of color to the HCC community through a series of programs that will be of interest to them and can help with their personal and academic development.
- The development of the HCC Safe Zone through collaboration of the Wellness Center and the Counseling and Career Center. The Safe Zone is a network of allies committed to providing a welcoming, supportive and safe environment for lesbian, gay,

bisexual, and transgender (LGBT) students, staff, and faculty. Comprehensive training is provided to allies who then provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBT students and employees.



MONTGOMERY COLLEGE DIVERSITY PLAN

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence



ANNUAL PROGRESS REPORT

September 2015

- Montgomery College
endless possibilities



Dr. DeRionne P. Pollard
 Dr. DeRionne P. Pollard
 President

Marsha Suggs Smith
 Ms. Marste Suggs Smith
 Chair, Board of Trustees

As required by §11-406 of the Education Article, this document is the Montgomery College annual progress report of its programs of cultural diversity. The Office of Human Resources and Strategic Talent Management offers the following report, which summarizes institutional progress toward implementing the College's plan for cultural diversity-Our *College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence-Montgomery College Diversity Plan*. The plan is a multi-year action plan that the College is implementing over a period of seven years-fiscal years 2014 through 2020. According to MHEC requirements for this year, the College has provided the following:

1. A summary of the institution's plan to improve cultural diversity' as required by Education Article §11-406, which includes all major goals, areas of emphasis, and strategy for implementation, where progress has been achieved, and areas where continued improvement is needed.
2. A description of efforts to increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty. This section of the report details initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty, and contains information on both campus-wide and program-specific initiatives.
3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report provides details regarding (1) faculty and staff cultural training programs, (2) curricular initiatives that promote cultural diversity in the classroom, and (3) co-curricular programming for students.
4. A statement regarding the campus process for the reporting of hate-based crimes consistent with federal requirements.

Consistent with best practice, the plan has a philosophical and operational context for sustainable organizational learning that is informed by evaluation and assessment. A complement to the *Montgomery College 2020* strategic plan's five key thematic areas-the plan identifies the College's preferred future for diversity and inclusion that envisions diversity efforts in relation to the College mission; establishes collegewide strategies for diversity that are linked to the institutional mission; recommends evaluating the plan and monitoring progress as critical components of assessment and determining institutional effectiveness; and proposes establishing the infrastructure to sustain organizational learning and meet evolving goals for diversity. Both the *Montgomery College 2020* strategic plan and diversity plan thematic areas are: (a) Educational Excellence; (b) Access, Affordability, and Success; (c) Economic Development; (d) Community Engagement; and (e) Assessment and Institutional Effectiveness. Within this context,

¹ Education Article §11-406 defines cultural diversity as the "inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education."

the plan articulates the College's commitment to achieve diversity and inclusion by identifying 22 proposed strategies and 96 strategic action measures. The Office of Human Resources and Strategic Talent Management, under the auspices of the director for employee relations, diversity, and inclusion, is the agent for the College that addresses the aforementioned requirements. Workgroup committee members were appointed by the president and each senior leader. Working on behalf of the Senior Administrative Leadership Team (SAL1), the charge for the Diversity Plan Implementation Steering Committee was to (a) develop an updated annual plan of action for implementing the plan, and (b) identify and prioritize proposed strategic action measures and align them with organizational priorities. This plan continues to be the focus for FY16-20. Of the 96 strategic action measures, there is definitive evidence that 88 are currently being implemented. All 96 strategic action measures have now been addressed.

Section 1 focuses on major goals, areas of emphasis, and strategy for implementation. In Section 1, the College provides specific examples of accomplishments in Thematic Area 1: Educational Excellence; Thematic Area 4: Community Engagement; and Thematic Area 5: Assessment and Institutional Effectiveness. Section 2 provides a description and examples of Montgomery College's efforts designed to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. In this section, the College identifies specific examples of accomplishments in Thematic Area 3: Economic Development. Section 3 provides a description and examples of the College's efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. In this section, the College identifies specific examples of accomplishments in Thematic Area 2: Access, Affordability, and Success; and Thematic Area 3: Economic Development. Finally, Section 4 provides the College Policy and Procedures for campus reporting of hate-based crimes.

Section 1: Major Goals, Areas of Emphasis, and Strategy for Implementation

Section 1 provides a summary of Montgomery College's plan to improve cultural diversity as required by Education Article § 11-406, and includes an explanation of how progress is being evaluated. Specific examples of major goals, areas of emphasis, and strategy for implementation in the areas of educational excellence, community engagement, and assessment and institutional effectiveness are provided.

Educational Excellence

As an educational excellence priority, Montgomery College established a goal to be a national leader for quality and relevancy by providing educational and academic programs that develop the cultural competence and support the success of its diverse community of students and employees. To accomplish this goal, the College has continued to build on its successful foundation of professional development programming for diversity and multiculturalism. In doing so, the College has developed and expanded a wide variety of activities, events, and professional development opportunities that relate to diversity and multiculturalism, which are designed to enhance and foster a culture of inclusiveness and deepen intercultural understanding in the College community. Examples in this area include:

1. In the fall of 2014, the Office of Human Resources and Strategic Talent Management deliberately and purposefully developed a new team to address the collegewide issues of diversity and inclusion. The employee relations, diversity, and inclusion unit of the Office of Human Resources and Strategic Talent Management has a cadre of experts and professionals with particularized talents who work with College stakeholders to collaboratively participate on smaller affinity groups and committees to increase and improve diversity and inclusion programs, services, and events for all employees and students. The intersection of the employee relations, diversity, and inclusion team's work creates a single point of entry for employees and students to provide an opportunity for critical integration of diversity in the following areas: services, programs, policies, processes, procedures, professional development, and case management systems.
2. Through the president, the Board of Trustees continues to require each new College employee to participate in one of the multicultural professional development activities offered by the College's professional development entities, which is a component of the employee's annual performance evaluation. Additionally, each employee has one performance goal annually that addresses the development and/or enhancement of cultural competency in relation to diversity and multiculturalism, which is a component of the employee's annual performance evaluation.
3. In 2015, the College expanded its website to include diversity and multicultural resources for students. The webpage entitled, "Diversity at MC" displays programs and services in the student services area. The website provides an overview of diversity of geography, diversity of opportunities, diversity events, and diversity of student population (<http://cms.montgomeryCollege.edu/edu/plain.aspx?id=3931>). What is even more exciting is that this web page meets students where they are in terms of embracing social media, which is appealing to students. The pages are linked to Twitter, Facebook, YouTube, Flickr, blogs, and Montgomery College Connect in an effort to keep our students engaged and informed about diversity at the College.
4. The senior vice president for academic affairs and the senior vice president for student services continue to support programs and services to foster and promote student success with opportunities such as the Boys to Men Mentoring Program. The program's website provides specific information about the effort (<http://cms.montgomeryCollege.edu/btm>). The mentoring program is specifically aimed at the retention of African American/Black male students at Montgomery College. The program seeks to foster a greater degree of academic success student activism and personal responsibility. The Boys to Men Mentoring Program provides academic and personal mentoring for the targeted student population. Participating students also benefit from having their academic progress monitored each semester. The program has an off-campus gathering/activity as well as a book reading and discussion series. A companion program for underrepresented female students is offered called Sister 2 Sister Mentoring Program. The Sister 2 Sister program completed a successful first semester on the Rockville Campus in the fall of 2014. This program provides mentoring to first semester African American female students.

5. Montgomery College has been awarded \$299,980 by the Association of American Colleges and Universities for a three-year program to support curriculum and faculty development to improve the success of women and underrepresented minority students in the computer science degree program. Projects at selected institutions will focus on the development of models for broader institutional change for the advancement of evidence-based and culturally competent teaching in science, technology, engineering, and mathematics, particularly in the computer and information science domains.
6. Started in 1998, the Montgomery College Smithsonian Faculty Fellowship is a rewarding interdisciplinary academic professional development opportunity for full-time faculty. The 2015 Smithsonian Faculty Fellowship theme was "I, Too, Am America: Understanding the American Immigrant Experience." The fellowships are the product of a unique collaboration between Montgomery College and the Smithsonian Center for Learning and Digital access—the first of its kind between the Smithsonian Institution and a community college. The fellowship program has created new pathways for teaching and learning of America's evolving history.
7. The Echoes and Reflections Holocaust Education Program for Teachers and Community College Faculty is a comprehensive Holocaust education program. In mid-June, under the auspices of the Paul Peck Humanities Institute at Montgomery College and the Anti-Defamation League, faculty will be invited to a day-long teacher training. The Echoes and Reflections program has been designed for middle- and high-school teachers. Community college faculty who have attended in the past indicated that the training has been valuable for their work. The program is open to teachers from Montgomery County Public Schools and other regional public school systems, to faculty from Montgomery College and other regional community colleges, as well as to teachers from private schools in the DC metro region.

Community Engagement

As a community engagement priority, Montgomery College established a goal to reflect and support the diversity of the communities we serve by strategically fostering community relationships, outreach, civic responsibility, and intercultural understanding to enrich the life of the community. To accomplish this goal, the College established a Community Engagement Office and opened two new community engagement centers—one at the Montgomery County Public Library in Gaithersburg and one at the East County Regional Services Center. Other examples include:

1. The collegewide dean for student success, the collegewide dean for student access, and the collegewide dean for student engagement report that multi-lingual materials are used to provide accessible information during outreach and on-campus events. The Office of Recruitment uses three publications in Spanish: *Bienvenidos*, *Viewbook*, and *Pagando Sus Estudios*. The division of student services created a double-sided recruitment flyer that will be translated into Spanish, Amharic, French, and Mandarin.
2. In April 2015, the College collaborated with Gaithersburg High School to host El Día de

Ia Familia, a Latino Family Day program. A panel of Montgomery College Latino alumni recounted poignant stories of how they overcame obstacles to find academic and professional success, and affirmed that the best inheritance for a child is an education. Families participated in a variety of workshops conducted in Spanish about pathways to college and career, the reunification of families, and community resources.

3. In May 2015, the senior vice president for student services, in collaboration with the senior vice president for advancement and community engagement, provided programming for students collegewide on current diversity issues regarding communities in crisis. The program is entitled, "Riots or Uprisings? What are the Root Causes and Next Steps?" The College community and students were asked to participate in a panel discussion and the event was open to all. Invited panelists included Baltimore city residents, law enforcement officials, students, and mothers who had lost sons while either in the custody of police or because of police interaction.
4. In April 2015, the nursing faculty sponsored National Minority Health Month. It is during this time that health care entities pay particular attention to raising the awareness of the public of health care disparities that affect racial and ethnic minorities.

Assessment and Institutional Effectiveness

As an assessment and institutional effectiveness priority, Montgomery College established a goal to strengthen and implement responsible equity and diversity policies and procedures, best practices, and ongoing assessment and compliance strategies that are aligned with the *Montgomery College 2020* strategic plan to ensure that Montgomery College is a regional destination employer for diverse employees. To accomplish this goal, the College continues to monitor the compliance plan that includes annually conducting a comprehensive review, inventory, and assessment of existing academic and nonacademic diversity-related and nondiscrimination policies, procedures, and best practices to ensure responsible equity and diversity stewardship, and to sustain faculty, staff, and student diversity. Several policies and procedures have been revised in 2015. These revisions are led by the President's Cabinet and include review by general counsel. The Board of Trustees reviews and adopts new or revised policies, and the president develops procedures. This work has included:

1. A comprehensive review and assessment of the College's policies, procedures, and practices related to compliance with Title IX by the Office of Human Resources and Strategic Talent Management. A collegewide workgroup was tasked with identifying best practices to ensure Title IX compliance. The Board of Trustees approved a new Sexual Misconduct policy in December 2014 and a Title IX coordinator has been designated. In accordance with the Office of Civil Rights, the Title IX webpage requires only two clicks on all College webpages for quick access.
2. In February 2015, the Board of Trustees reviewed and approved the College's EEO and non-discrimination policy and the president revised the procedure.

Section 2: Increase Numerical Representation of Traditionally Underrepresented Groups

Section 2 provides a description and examples of Montgomery College's efforts designed to increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty. This section of the report details initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty.

As an access, affordability, and student success priority, the College has established among its goals to provide accessible and affordable educational opportunities for its diverse communities and ensure student success and completion. To accomplish this goal, the College continues to collaborate with local schools, community agencies, and parent groups to focus its outreach efforts on helping diverse Montgomery County communities understand how students can attend college and access appropriate support resources, especially financial aid, particularly for underserved populations.

Student data, as reported by the College's Office of Institutional Research and Analysis, provides a student profile of 25,517 students in fall 2014. Of that number, there are 14.2 percent Asian; 31.9 percent Black; 24.4 percent Hispanic; 27.7 percent White; and one percent Multi-Race or unknown. The College's FY14 workforce data indicates there are 3,133 employees. The demographic profile of the employees is 10.8 percent Asian; 24.6 percent Black; 8.2 percent Hispanic; 55.3 percent White; and .3 percent Multi-Race or unknown. The demographic data demonstrate the rich diversity of the student and employee populations at Montgomery College. The importance of and the need for providing accessible and affordable educational opportunities for our diverse student population are essential.

Some examples of Montgomery College's collaborations to increase access and affordable educational opportunities include:

1. The Office of Human Resources and Strategic Talent Management and its employee relations, diversity, and inclusion team coordinated and hosted the Maryland State Diversity Roundtable Conference in April 2015. The purpose of the roundtable is to bring together community college faculty, administrators, and diversity and multicultural affairs specialists to advance the diversity and multiculturalism agendas at the 16 community colleges in the state. There were three guest presentations-(!) How to develop a diversity plan; (2) Closing the Achievement Gap/Achieving the Promise; and (3) A book review of *African Americans Against the Bomb, Nuclear Weapons Colonialism, and the Black Freedom Movement*.
2. The Office of Human Resources and Strategic Talent Management conducted an assessment and implemented the College's Affirmative Action Plan to ensure the accessibility and currency of College employment opportunities. The 2015 report suggests that, during the period of October 2013-September 2014, minorities were employed at a rate of 48.84 percent. Further, minorities are represented in 100 percent of the College departments that employ 10 or more people. Additionally, the report indicates that during this Affirmative Action Plan period 10,783 applicants applied for 165 position

vacancies. A review of hires for the prior plan year demonstrates the College's sustained commitment to diversity, equal employment opportunity, and affirmative action. Among the 165 new employees hired during the period from October 1, 2013, through September 30, 2014, 94 (55.97 percent) were minorities. Recommendations garnered from the 2015 Affirmative Action Plan yielded action steps to move the College forward in its minority hiring practices.

3. The College developed and implemented an auditing system to measure the Affirmative Action Plan effectiveness. The College is committed to a range of activities for (a) ensuring compliance; (b) successfully implementing affirmative action, access, equity, and diversity related programs; and (c) sustaining significant and measurable workforce diversity.
4. The College, under the auspices of the School of Education, initiated discussions with Howard University to develop a partnership with the Tom Joyner Foundation. Through this partnership, approximately 25 African American students are eligible to receive funding for 75 percent of their community college tuition. Upon graduation from the community college, the students will transfer to Howard University. The School of Education is piloting a cohort model for underrepresented populations to be implemented in fall 2015.
5. The president charged the senior vice president for student services and senior vice president for academic affairs to establish a Closing the Achievement Gap Task Group consisting of College employees and community members. The task group began its work in fall 2013. Closing the Achievement Gap is a Montgomery College strategic initiative that is intended to develop strategies to provide each one of our students the opportunity to thrive and succeed. The task group completed its work in December 2014. According to our president, "there is no one-size-fits-all approach to closing the achievement gap." At her State of the College Address in February 2015 in an effort to reframe conversations about achievement away from deficit language the president renamed these efforts from "closing the achievement gap" to "Achieving the Promise." The new name for Montgomery College recognizes the promise all students possess and refocuses the community toward helping students achieve their academic promise. The task group report contained 47 comprehensive and significant recommendations approved by the president, with a phased implementation plan. Key considerations that form the framework for plans to systematically close the achievement gap and Achieve the Promise, include:
 - focus on high levels of achievement for *all* students;
 - make closing the achievement gap and academic success for all a collegewide responsibility that is central to the institution's mission;
 - ensure that all activities include the gathering and analysis of valid data, which will be used when designing professional development initiatives and outreach to institutional partners and the larger Montgomery County community;
 - ensure students have a smooth and seamless transition into Montgomery College, through their curricula and across transfer institutions-this is best accomplished

by examining admissions practices and internal and systemic institutional practices relative to student supports as well as continuing to strengthen and grow the partnership with Montgomery County Public Schools and the transfer/articulation agreements with transfer institutions;

- engage families in students' educational experiences by helping parents navigate institutional processes;
- create and foster a college community grounded in culturally relevant and responsive practices;
- use data to identify areas requiring change and to develop protocols and processes to monitor and evaluate policies and practices that ensure fairness, equity, and inclusion ;
- develop and support leaders who have a clear vision of and commitment to student academic achievement and success; and
- provide ongoing, high quality professional development around effective strategies to close the achievement gap.

Finally, paramount to the successful implementation of these recommendations is the continuation of an open and candid conversation throughout the College community about shared challenges and responsibilities.

6. The chief enrollment services and financial aid officer of the student services division continues to host campus- and community-based financial aid events. These events are targeted to underserved populations and offer student workshops on navigating the financial aid process and securing resources to manage personal finances. In addition, the Office of Financial Aid provided the following services to underrepresented students:

- The Educational Opportunity Center and the Office of Financial Aid on an ongoing basis provide outreach activities in both English and Spanish.
- The Educational Opportunity Center has recently identified a volunteer who can provide services in Amharic. The Office of Financial Aid has added a third bilingual outreach counselor. All three campuses now have outreach counselors to address the expanding needs of the College and surrounding communities; and events such as College Goal Maryland, a program that provides free assistance with completing the Free Application for Federal Student Aid (FAFSA), in addition to English and Spanish.
- The Office of Financial Aid has recruited speakers of Japanese, Chinese, Russian, Amharic, and French/Haitian Creole.
- College Goal Maryland, formally known as College Goal Sunday, is a national event. Montgomery College has provided this program for Montgomery County for over 10 years. For the last three years, the Office of Financial Aid has expanded to providing two events, one at the Takoma Park/Silver Spring Campus in early February and one at the Germantown Campus in late February.
- The Educational Opportunity Center and the Office of Financial Aid provided workshops on campus and in the community in 2014 and 2015. In addition to College Goal Maryland, the Office of Financial Aid has done 69 events on our campuses, 41 events in middle and high schools, and 16 in the greater community

including a radio interview in Spanish.

7. The collegewide dean for student access, the director of student access, and the creative services director have begun developing outreach materials and events available in multiple languages, including brochures, postcards, posters, web-based materials, and advertisements in directories, newspapers, and other print publications. For example:
 - The dean of students at the Germantown Campus reports that a bilingual recruiter participated in or had assistance from a bilingual staff member for the following recruitment events: Montgomery County Public Schools presentations, open houses and information sessions, community events and fairs, campus visits, and events for students with 54 Spanish-speaking and three Amharic-speaking students.
 - Some staff members at the College's Welcome Centers speak various languages in addition to English, including Amharic, French, Haitian Creole, Japanese, Spanish, and Vietnamese.
 - Some staff members at the College's Response Center speak two languages in addition to English, specifically Japanese and Spanish.
 - Language services with the phone interpretation system are available for staff to effectively communicate with students, families, and community members in languages other than English through the aid of an interpreter. To date, 139 calls were placed in languages such as Afghan, Amharic, Arabic, Cantonese, Farsi, French, Haitian Creole, Iraqi Arabic, Korean, Mandarin, Portuguese, Russian, Spanish, and Vietnamese.

Economic Development

As an economic development priority, the College has established among its goals promoting and supporting economic development by ensuring that rigorous and relevant regional, national, and global workplace competencies are reflected in programs and curricula; implementing diversity best practices to recruit, select, and employ multilingual/multicultural/multi-skilled employees and to enhance cultural competencies that fulfill business needs; training/educating students to succeed in a diverse workplace by providing access to cultural competencies and world languages, which includes identifying internship opportunities locally and abroad to help students function more successfully in today's global market, placing students in internships with local, national, and international business/organizations, and continuing to provide study-abroad, diversity, and multicultural educational opportunities for all students. Some examples are:

1. The vice president and provost for Workforce Development & Continuing Education continues to offer programs and services that provide career opportunities and outreach to diverse populations in the county. As such, the College's Hispanic Business Institute, in partnership with the Maryland Small Business and Technology Development Center and the Greater Washington Hispanic Chamber of Commerce, hosted its XI Seminar titled "Personal Strategies for a Successful Business." This event was conducted in Spanish. The seminar offered the community a breakfast at the Technical Center Building on the Rockville Campus.

2. College students with disabilities make up six percent of the population at the nation's colleges and universities, and are very much a part of diversity and inclusion (HEATH Resource Center at the George Washington University Graduate School of Education and Human Development, Washington, DC). At Montgomery College, there 1,366 students (5.3 percent of students) who provide a rich and critical presence on our campuses. For over 13 years, the Workforce Development & Continuing Education arm of the College celebrates students with developmental disabilities in the nationally recognized Graduate Transition Program, which is a custom-tailored learning-community that offers students a "unique post-secondary opportunity to further their formal education." The objective is to enrich students' lives to transition independently through functional education, vocational opportunities, and life skills services. The program is a two-year, tuition-based, noncredit certificate program that focuses on academics and employment to become fully integrated into the community.

Section 3: Creating Positive Interactions and Cultural Awareness

Section 3 provides a description and examples of the College's efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Some of the examples include faculty and staff cultural training programs, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.

The College's Center for Professional and Organizational Development (CPOD), E-learning Innovation and Teaching Excellence (ELITE), Office of Student Life, Global Humanities Institute, and academic units continue to develop and deliver collegewide events and activities for students and employees to increase cultural competence. Examples include:

1. Faculty, staff, and students participated in diversity-related programming and events such as The Gathering, the World Arts Festival, Arab American Heritage Month, Black/African American History Month, International Week, and Smithsonian Faculty Fellowship.
2. Women's and Gender Studies (<http://cms.montgomerycollege.edu/wgs>) hosted events at the Rockville Campus that embrace and explore issues of feminism and gender. The Women's and Gender Studies Program is committed to support and promote equality and equal access and opportunities for all, in all areas of society, including those that are political, social, cultural, economic, educational, personal, career, and global.
3. A Montgomery College student, selected from a pool of over 5,000 applicants, was awarded a Critical Language Scholarship. Rene Pedraza is a Renaissance Scholar at the Germantown Campus, student blogger, and All-USA Academic Team nominee from the Beta Kappa Omega Chapter of Phi Theta Kappa. He will be studying Urdu in Lucknow, India this summer. Part of the US Department of State, Bureau of Education and Cultural Affairs, this scholarship program offers fully-funded overseas language study and immersion in the host culture to undergraduate and graduate students interested in

learning one of 13 target languages. Past awardees have come from over 500 colleges and universities. The scholarship offers opportunities for every level of language learning. Students are eligible to receive additional awards to continue learning their chosen language. In fact, Lyudmila Anderson, our previous winner, received a scholarship in both 2012 and 2013 to study Hindi in Jaipur, India.

Access, Affordability, and Success

As an access, affordability, and student success priority, the College established among its goals to provide support services and other educational opportunities that promote cultural competence and enhance the educational experiences of diverse students. Among these educational opportunities has included developing, implementing, and securing resources to encourage meaningful student engagement opportunities; reducing the educational achievement gap for Hispanic/Latina and African American students, especially males; and supporting our diverse student population in completing their career and academic goals. For examples, through the Office of Student Life, under the auspices of the senior vice president for student services, many programs and services for students had a broad range of activities such as: Constitution Day Event; Lessons from Ferguson, MO Panel Discussion (co-sponsored with the College Libraries, the Global Humanities Institute, and the Office of Employee Relations, Diversity, and Inclusion); Spirit of Service Day with the 9/11 Interfaith Unity Walk; International Education Week Program: Make it Through Monday-Cultural Trivia Challenge; International Education Week Program: Montgomery College Leads Cultural Fashion Show; International Education Day Celebration & Fair; Black Lives Matter Open Discussion; Martin Luther King Jr. Accenture Day of Service with Soaring Winds; Feed Your Soul: The Art and Origins of Soul Food; Black History Month: Trivia Bowl Show; and Breaking the Glass Ceiling Workshop.

Economic Development

The Workforce Development & Continuing Education unit, under the auspices of its vice president and provost, continues to provide coursework to our community in the Business, Information, Technology, and Safety program area, which includes two programs aimed specifically at promoting cultural diversity-the Diversity Management Institute, and the Hispanic Business Training Institute. The Diversity Management Institute offers open enrollment and contract training options. Open enrollment offers courses that range from cultural to generational diversity. Contract training has included training the staff of public and private firms in various diversity topics over the years, customized to the requests of the employers. Our county government is one of the organizations for which we provide diversity courses every year.

Workshop presenters for the Hispanic Business Training Institute seminars are professionals who speak Spanish and volunteer their time and impart knowledge to participants. Moreover, a bilingual admissions recruiter participated in or had assistance from a bilingual staff member for the following recruitment events: Montgomery County Public Schools High School presentations, open houses and information sessions, student appointments, community events and fairs, and campus visits and events. The Hispanic Business Training Institute provides a wide range of skill courses aimed at assisting the Latino community in developing skills and

competing in the labor market. More than 600 students have taken advantage of these courses and workshops offered in Spanish or bilingually in the areas of construction, computer literacy, food safety, business, and accounting.

Section 4: Process for Reporting Campus-based Hate Crimes

Section 4 provides a summary of the Montgomery College "process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 USC 1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act."

The College, through the offices of the General Counsel, Institutional Research and Analysis, and Human Resources and Strategic Talent Management, conducted a comprehensive review and assessment of the hate violence policy and procedure for the president. The revised policy was adopted by the Board of Trustees in February 2015. Our commitment is based on the statements supported by the president and College Policy 31002-Hate Violence Activity, College Procedure 31002CP-Hate Violence Activity, and on the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

Montgomery College has taken several actions to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the US Department of Education (34 CFR Part 668.46). Accordingly, the College's annual Security Report is prepared and distributed by the Office of Safety and Security. In accordance with the Clery Act reporting requirements, the report contains three years of campus crime statistics and specific campus security policy statements. The statistical information is compiled by the Office of Safety and Security based not only on information that it receives directly, but also from crimes reported to (a) campus officials designated as "campus security authorities" (as that term is defined in the regulations) and (b) crimes reported to local law enforcement agencies. The policy statements are prepared by the Office of Compliance with input and additional information from other College offices.

By October 1 of each year, the annual security report is prepared and posted on several of the College's web pages. In addition, each member of the College community receives an e-mail communication that describes the report's content and the web address where the report is posted. A hard copy of the annual security report is available and provided upon request. To ensure and monitor compliance of the Hate Violence Activity Policy, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and the Crime Awareness and Campus Security Act of 1990, the campus Offices of Safety and Security work closely with the employee relations, diversity, and inclusion unit of the Office of Human Resources and Strategic Talent Management, the Office of Compliance, and local law enforcement agencies. As a proactive intervention, articles about campus community and facilities safety and security issues, precautions, and best practices are published through student newspapers, College communications media, public service announcements, and targeted media

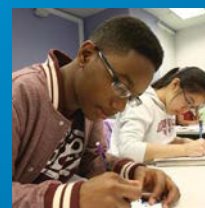
messages on radio and television. In addition, each campus's Office of Safety and Security provides assistance and delivers crime prevention and safety programs and materials to faculty, staff, and students. In addition, training is provided to the safety and security staff. Some other examples of related College activities include the distribution of safety flyers to academic and non-academic departments; at new employee orientations, new student orientations, and student resource fairs; and an annual compliance fair. These programs, held at the beginning of and throughout each semester, inform students and employees about crime prevention measures and campus security procedures and practices, and encourage personal responsibility for personal safety and the safety of others.

The College will continue to review, monitor, and assess the cultural diversity plan. The president and senior leaders are committed to the creation of more collaborative and comprehensive processes to better track progress in assessing the long-term effectiveness of the diversity plan strategic action measures. Finally, Montgomery College will continue to make diversity and inclusion the hallmark of employee and student success to enlighten and elucidate the importance of the changing county demographics that have an impact on our College community.

CULTURAL DIVERSITY REPORT

2014-2015 Update

A Roadmap for Ensuring and Sustaining
Diversity in Our Community



Transforming lives.

PRINCE GEORGE'S
COMMUNITY COLLEGE

July 2015



Prince George's Community College

Cultural Diversity Annual Report

July 9, 2015

A handwritten signature in black ink, reading "Charlene M. Dukes".

Dr. Charlene M. Dukes
President

A handwritten signature in black ink, reading "C. Michael Walls".

C. Michael Walls, Esquire
Chair, Board of Trustees

A handwritten signature in black ink, reading "Andristine M. Robinson".

Ms. Andristine M. Robinson
Director of Institutional Initiatives

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2014-2015

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Writer/Editor, Marketing and Creative Services

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Dr. Kathy Hopkins-Smith
Director of Retention Services

Mr. Arthur Asuncion
Coordinator of Special Programs,
Advising Services

Mr. Ricardo Quinteros
Coordinator, Recruitment and College
Matriculation

Dr. Marlene Cohen
Professor, Communication and Theatre and
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Director, Library

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Ms. Mirian Torain
Chair, Developmental English and Reading

Ms. Barbara Denman
Dean, Adult and Continuing Education

Mr. Paul Van Cleef
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Mr. John Deadwyler
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Ms. Kathy Yorkshire
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INTRODUCTION

Prince George's Community College (PGCC) has long recognized the importance of equal opportunity and diversity in education and includes diversity as one of the core values. The college's current vision, mission, values, and strategic goals are as follows.

Vision

Prince George's Community College will be the community's first choice for innovative, high quality learning opportunities.

Mission

Prince George's Community College transforms students' lives. The college exists to educate, train, and serve our diverse populations through accessible, affordable, and rigorous learning experiences.

Values

- **Excellence** - We strive to ensure quality outcomes through rigorous learning experiences designed to develop the mind and build character through civic engagement and service learning.
- **Success** - We believe all individuals have the potential to realize their goals.
- **Diversity** - We promote opportunities to expand our worldview through exposure to and greater understanding of all peoples, cultures and lifestyles.
- **Respect** - We treat every person with the same humanity, courtesy, and civility that we expect for ourselves.
- **Professionalism** - We believe all individuals will approach their responsibilities ethically, fairly and with high standards.
- **Lifelong Learning** - We promote learning and development at all stages of life. We believe learning takes place at all times both inside and outside of the classroom. We honor and embrace all forms of learning, both formal and informal.

In June 2013, PGCC's Board of Trustees adopted "Envision Success FY 2014-2017" as the College's new Strategic Plan. The plan states that Prince George's Community College will Envision Success by:

1. Enhancing pathways that guide students to achieve their academic, career, and personal goals.
2. Cultivating a welcoming and responsive learning environment.
3. Fostering partnerships to respond to a diverse and evolving community and workforce.
4. Promoting and supporting a collaborative institutional culture for communication, decision-making, and governance.

Prince George's Community College is one of only two community colleges in the state that services a credit student body made up primarily of minority students. However, the college continues to focus on those areas that require attention to insure that our diversity mirrors that of the county, to the extent possible, and continues to educate students to be fully engaged in a diverse nation and world.

In fall 2014, 13,678 students were enrolled in traditional and online credit courses at the College's main campus in Largo as well as four of its six degree and extension centers: Joint Base Andrews at Andrews Air Force Base, Laurel College Center in Laurel, University Town Center in Hyattsville, and at John Eager Howard in Upper Marlboro. Continuing Education (noncredit) students were enrolled at all of these sites as well as the Skilled Trades Center in Camp Springs, Westphalia Training Center in Westphalia, and other contracted sites around the county. Of the credit students enrolled in fall 2014, 3,833 were fulltime, 9,845 were part-time, and 92.8% percent lived in the County.

Prince George's Community College understands that fulfillment of its mission to facilitate access to higher education entails, in part, working towards a culturally diverse student body in proportions approximating service area ethnic and racial characteristics. The College also understands the importance of a diverse workforce. Demographic information is regularly tracked on students and employees.

The PGCC student population generally reflects the demographics of its primary service area, Prince George's County. Three-fourths (72.4%) of the credit students attending in fall 2014 identified as "Black/African American only" and an additional 9.8 % identified as "Hispanic/Latino." While the percentage of Black/African American students has been relatively steady over the last five years, the percentage of Hispanic/Latino students has grown from 5.1% in 2009 to 9.8% in 2014. With respect to credit enrollment, the demographics for ethnicity changed from 2013 to 2014 by the following percentages:

- African American/Black (-1.9%)
- American Indian (0.0%)
- Asian American (+5.1%)
- Hispanic/Latino (+16.7%)
- White (+3.8%)
- Multi-Race or Unknown (-8.8%)

The percentage of minorities of the full-time faculty increased to 38.8% in fall 2013 from 38.0% in fall 2012. The fall 2015 benchmark is 45%. While the percentage increase was slight, the college continues to aggressively recruit minority full-time faculty. The percentage of minorities of full-time administrative and professional staff increased to 66.7% in fall 2013 from 65.9% in fall 2012. The fall 2015 benchmark is 67%.

PGCC continues to demonstrate a strong commitment to diversity. The student population at the college continues to be more diverse than the county, with the percentage of nonwhite enrollments at PGCC being 95% compared to 84% nonwhite individuals over the age of 18 in the county. Additionally, the percentage of minority full-time administrators and professional staff has increased from 55% in 2009 to 66.7% in 2013. This essentially achieves the benchmark of 67%.

In addition to adhering to the requirement of submitting an annual summary of our institutional plan to improve cultural diversity, the college requires that hate crimes, as defined under title 10, subtitle 3, of the Criminal Law Article, be reported to the Prince George's Community College Police. The incident shall

be immediately investigated, and referred for appropriate criminal and/or administrative sanctions. All hate crimes investigated by the Prince George's Community College Police are reported to the U. S. Department of Education as mandated by the federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The vice president for Student Services and the Title IX coordinator are notified of all hate crimes so that intervention and counseling services can be activated to support the campus community.

An Ad Hoc Committee on Cultural Diversity was established in April 2013 and was charged to: develop an institutional cultural diversity plan that includes mission-driven goals for improving cultural diversity, specific areas of emphasis, diversity training, strategies for implementation, and methods of evaluation; identify the appropriate offices/areas that will be responsible for implementing the various aspects of the plan; and to review and monitor progress of the cultural diversity plan. This committee, which represents all areas as well as the cultural diversity of the college, is responsible for expanding the college's efforts in the area of diversity.

During the 2013-2014 academic year, the Ad Hoc Committee on Cultural Diversity developed a four-year plan which included the following definition of diversity:

Prince George's Community College supports and embraces cultural diversity, understood as the creation and promotion of an inclusive, non-discriminatory environment for everyone. We accept and value differences, including differences in age, race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, socioeconomic background, and ability/disability. We strive for growth and success for all of our students, employees, business partners, and the community.

This definition was shared with the college community in multiple venues and was ultimately approved by the Board of Trustees.

The current diversity plan was written in concert with the college's FY 2014-2017 strategic plan and falls under the goal "Prince George's Community College will Envision Success by cultivating a welcoming and responsive learning environment" as well as the priority focus area identified as "Expand positive interactions and cultural awareness amongst students, faculty and staff". This plan not only provides a framework for achieving our diversity goals but also focuses on specific strategies to create a climate that embraces diversity beyond culture. The status of the second year of the diversity plan is detailed in this report.

SUMMARY OF 2014-2015 ACCOMPLISHMENTS

TRAINING AND EDUCATION

GOAL 1.

Train and educate faculty, staff and students to create a culturally competent college community.

OBJECTIVE 1: Provide training and educational strategies for each area (faculty, staff and students) to guide them in creating a culturally competent college community.

TASKS

1. Offer “Creating an Inclusive Environment” training monthly for faculty and staff.

Status: Minor revisions were made to the training based on participant feedback at the two pilot sessions held on May 27, 2014 and July 31, 2014. No changes were made to the objectives. While the trainings were not offered monthly, sessions were held throughout the academic year.

- Between May, 27, 2014 and April 16, 2015, eight sessions were offered.
- Three sessions were cancelled due to low enrollment.
- One session was held at University Town Center (UTC).
- A total of 55 employees have participated in the training to date.
- Two additional sessions are scheduled for May and June 2015.

Phase 2 is in development and will include a component specific to faculty. Before fully implementing Phase 2, the Center for Professional Development is working to increase enrollment and move more employees through Phase 1.

2. Offer “Bringing Our Values to Life” training monthly for faculty and staff.

Status: “Values” training continued throughout this academic year.

- A total of 22 sessions were offered (19 were held, three were cancelled due to low enrollment).
- There were a total of 120 participants (new employees through orientation and existing employees).
- There are a total of five additional sessions scheduled. This includes sessions at PGCC satellite locations, Laurel Town Center and University Town Center.

3. Offer Lesbian, Gay, Bisexual, Transgender (LGBT) Safe Space Training.

Status: Four training sessions were held, and 22 total participants were trained. Three trainings were advertised through the Office of Professional Development, and one training was held for faculty in the Public Safety and Law Department. Attendance was as follows:

- November 18, 2014 (4 participants)
- January 12, 2015 (8 participants) - This training was requested by the Public Safety and Law Department.
- March 17, 2015 (5 participants)

- April 20, 2015 (5 participants)

In addition to the professional development opportunities that the Safe Space Program provided for interested faculty and staff at the college, the program played an integral role in a number of college-related activities and events. On August 21, 2014, the co-founders of the Safe Space program participated in the New Student Convocation and College Resources Fair. This provided an excellent opportunity to enhance the visibility of institutional support for newly enrolled LGBT students and allies. The Safe Space program worked closely with the Recruitment Office and the Students for Gender and Sexual Equality (SGSE) student group to plan and co-sponsor PGCC's inaugural LGBTQ+ Pride Week, a series of college-wide events held from October 6 to October 10, 2014, leading up to National Coming Out Day on October 11. The purpose of the Inaugural PGCC LGBTQ+ Pride Week was to increase awareness and knowledge of the issues faced by LGBT students and staff, as well as to celebrate coming out as lesbian, gay, bisexual, transgender, queer (LGBTQ) or as an ally. This week-long celebration dovetailed with the college's efforts to creating a welcoming, inclusive campus environment for all members of our community as reflected in PGCC's new diversity statement. Pride Week also provided an opportunity to focus on the Student Core Competency of culture by providing a week-long series of events centered on core issues from the perspective of the LGBTQ+ community.

Pride Week events included a film screening of *The New Black* (a documentary that tells the story of how the African-American community is grappling with the gay rights issue in light of the recent marriage equality movement and the fight over civil rights), an open mic café, and two panel discussions (one on violence and visibility issues facing the transgender community and one featuring panelists who shared their coming out stories and their views on the progression and presence of LGBT equality in America and within the black community in particular).

There has been no visible hostility or vocal resistance to the program. Although it is clear that not everyone on campus is interested in becoming an LGBT ally, those individuals who may not necessarily support the program have been respectful of its presence on campus.

4. Review other institutional diversity plans at two year institutions to identify alternate strategies for training and education.

Status: The Training and Education Subcommittee reviewed the 2014-2015 diversity plan for one of the neighboring Maryland Community Colleges. In addition, the chair of the Diversity Committee has reviewed the diversity plans for several of the other Maryland Community Colleges as a member of the Maryland Community College Diversity Roundtable. This information is regularly shared during meetings of the Diversity Committee and is helping to inform discussions related to strengthening the current diversity training and education plan.

5. Develop and pilot cultural diversity workshops for students.

Status: Cultural Diversity information was added to the SOAR curriculum for incoming students for both the in-person and on-line sessions. Diversity workshops are offered for students throughout the year via multiple offices and academic departments. This spring, the Training and Education Subcommittee developed an instrument that will be utilized beginning in the fall to assist with gathering and tracking information and data about diversity workshops that are offered at the college.

OBJECTIVE 2: Incorporate cultural diversity training on College Enrichment Day for faculty and staff.

TASK

1. **Offer “Creating an Inclusive Environment” and/or “Bringing Our Values to Life” workshops on College Enrichment Day. Administer a pre and post attitude survey.**

Status: A verbal and written request was made to the chair of the committee that coordinates College Enrichment Day to consider having cultural diversity as the theme in fall 2014. This did not occur.

OBJECTIVE 3: Develop a strategy, with assistance from Marketing and Creative Services, for the creation of educational and informational messages related to diversity and an inclusive environment.

TASK

1. **Create educational and informational messages, campus-wide, to create awareness of diversity initiatives.**

Status: While there have been discussions about this, a formalized marketing strategy has not been developed. The plan is to complete this task during summer 2015 with implementation in August 2015.

2. **Develop targeted messages related to diversity and inclusiveness for students, faculty and staff.**

Status: While there have been discussions about this, a formalized marketing strategy has not been developed. The plan is to complete this task during summer 2015 with implementation in August 2015.

Measures and Outputs:

1. **Creation and implementation of diversity training plan.**

As part of Phase 1, a diversity training continuum was developed and the first of a series of trainings “Creating an Inclusive Environment” was designed and implemented. Values training (inclusive of diversity) was also developed and implemented. Phase 2 will build upon the introductory sessions by offering trainings that further the skills required to collaborate and work with a diverse population both internally and externally. The objectives will be developed in response to feedback from participants in Phase 1 trainings, the PGCC climate survey, input from the Cultural Diversity Committee and subcommittees, and other baseline data gathered by the Cultural Diversity Committee.

2. **Increase in participation in LGBT Safe Space Training.**

There was a decrease in participation in LGBT Safe Space Training from 55 in 2013-2014 to 22 in 2014-2015. As the numbers from this year’s Safe Space Ally training sessions show, interest in the training has dwindled; in fact, two scheduled sessions – one in September 2014 and another in February 2015 – were cancelled due to low enrollment. While it is not surprising that the numbers have declined over time, as those individuals who were most interested were more likely

to sign up for the trainings when they first became offered, there may be difficulty maintaining a regular monthly training schedule moving forward. Despite this fact, the number of individuals trained to date and the campus-wide events that the program has participated in and/or co-sponsored have undoubtedly increased the visibility of institutional support and individual safe contacts for LGBT students.

The Confidential Pre-Training questionnaires, which ask Safe Space Ally training participants to rate their impression of the institutional climate of PGCC when it comes to LGBT inclusion on a scale of 1 (very hostile) to 8 (very inclusive), demonstrate an overall progress, which is no doubt due – at least in part – to the visibility the program has brought to the college since it began in fall 2013. The Confidential Post-Training questionnaires, distributed to each participant at the end of every Safe Space Ally training, continue to demonstrate very positive feedback from participants.

In fall 2014, a follow-up survey was emailed to the 86 individuals who attended the Safe Space Ally trainings between September 2013 and November 2014. Thirty-one individuals responded to the survey. Twenty-eight individuals would like to receive periodic email updates from the Safe Space facilitators about campus, local, and national LGBTQ+ events and news; 28 individuals would be interested in attending a future Ally workshop that expands on the content and conversation of the initial Safe Space training they have already attended; 30 would like their name to be included on an official list of individual safe contacts for LGBTQ+ students at PGCC; and 24 are interested in potentially joining the team of Safe Space program facilitators as the program considers ways to expand its presence at PGCC.

3. Evidence of inclusiveness in daily interactions at Prince George's Community College.

Baseline data was obtained from the student and employee engagement surveys. The results are included in the inclusive environment section of this report.

RECRUITMENT AND RETENTION

GOAL 2.

Recruit and retain a diverse student body, faculty and staff.

RECRUITMENT

OBJECTIVE 1: Enhance student recruitment in Prince George's County's public and private secondary schools.

TASK

1. Continue to monitor the student population and address continued efforts to recruit underrepresented groups.

Status: The Office of Recruitment has initiated a new recruitment strategy of targeting high schools with the "Owl Caravan" program, a series of three visits to schools. The first visit was a general recruitment presentation for potential students regarding programs and services of the college. The second visit covered financial aid information, and the third visit was a workshop facilitated by Recruitment, Financial Aid, and Advising staff. Students who attended were assisted in applying to the college. Students were also able to ask questions regarding their financial aid application, selection of classes and program of study. Diversity was a factor in selecting the schools, which included Northwestern High School, Laurel High School, and Eleanor Roosevelt High School. These schools have diverse ethnic populations which have traditionally been underrepresented at Prince George's Community College. Recruitment visits to private schools (for example Al – Huda High School, Dematha Catholic High School and Don Bosco Cristo Rey High School) were increased as well as programming specifically geared to private and home schooled students.

OBJECTIVE 2: Develop programs for students that engage underrepresented populations.

TASK

1. Seek out new opportunities and increase current programing that engages the underrepresented student population.

Status: In the past year, the Office of Recruitment has developed several new community outreach programs for potential students which served underrepresented populations including the Foster Care Orientation and the Beyond the Classroom program for young mothers in the Hyattsville area. Recruitment is also working with the Even Start program at Northwestern High School to develop an extracurricular support group for their teen parent population which is 98% Hispanic. In addition, Recruitment has expanded the Say Yes to the Prom Dress outreach event to include a disability outreach component. Recruitment also collaborated with University Town Center and Laurel College Center on their open house programs. These extension centers have traditionally enrolled a greater number of underrepresented students than the Largo campus.

This spring semester, the International Education Center (IEC) sponsored a college visitation program for 11 county high schools with ESOL programs with the assistance of volunteer employees, students and alumni, in coordination with the Prince George's County Public Schools (PGCPS) International Student Counseling Office and the PGCPS ESOL department chairs, teachers and school counselors. This half-day tour program has been offered each spring since 2005 to expose international public school students to the many opportunities available for post-secondary study at Prince George's Community College. The tour day has a focus on the issues and concerns of international students. The program has served from 130 to 225 county students each spring. Most of the students who participated were in their junior year of high school. Academic advisors met with students to encourage them to attend college and PGCC in particular. Advisors also talked about the importance of planning ahead regarding their choice of majors and how they would pay for college to minimize debt. A panel of currently enrolled international students from PGCC (Latino, African, and Asian) shared information about their college experience. This helped potential students understand the importance of applying for scholarships, earning strong grades, and being involved in campus life. Student feedback collected by PGCPS in the past has been overwhelmingly positive. More than 95% of students have rated the tour "helpful" or "very helpful" to them. One student wrote, "I am 95% sure of going to PGCC, because I felt like being home and I had a very good welcome. I also liked the fact about having different countries or people from different countries."

OBJECTIVE 3: Increase marketing for the College's Collegian Centers, Health Science programs, International Education Center and transfer opportunities to colleges and universities.

TASK

1. Monitor student participation in the college's special academic support program, with an emphasis on underrepresented students.

Status: The college has six Collegian Centers that bring students in particular disciplines together for academic activities and opportunities. The six Collegian Centers are:

- Administration of Justice Collegian Center - for students interested in criminal justice, corrections, forensic science, paralegal/pre-law, fire science, or cybercrime investigation
- Business Collegian Center - for students interested in business management and accounting
- Health Sciences Collegian Center - for students admitted to any of the Health Sciences clinical programs
- Humanities Collegian Center - for students interested in art, communication, English, language studies, music, philosophy, and theatre
- PSE Collegian Center - for students interested in psychology, sociology, and education
- STEM Collegian Center (David Rollins & Charles Womack) - for students interested in science, technology, engineering, and mathematics

A faculty member in each discipline is selected as a Coordinator. In general, the coordinators have reported that a proportionate number of underrepresented students attend Collegian Center programs and activities. The coordinators will continue to seek out new opportunities to increase current programming that engages the underrepresented student population.

The annual International Education Week, sponsored by the International Education Center, was held November 10-17, 2014 with the Campus Parade of Flags, two Global Cafés, Simple Gifts Performance, Capoeira Angola and the African Diaspora Workshop, Untouch My Hair—the New Natural Hair Movement, Tatoo Taboo, Henna discussion and demonstration, International Poetry Reading, and an International Populations Network of Prince George’s County event. Programs and activities were planned that promote an understanding of diverse cultures, food, music and dance. International Education Week is the best tool for making US, immigrant and visa students aware of the faculty one-on-one support offered to students on a drop-in basis at the International Education Center. During the events, 75-80 new students signed up to be on the International Education Center mailing list.

OBJECTIVE 4: Increase hiring of underrepresented groups in the faculty and staff ranks by 25% by FY17.

TASK

1. Participate with Higher Education Recruitment Consortium (HERC) and other organizations to increase its competitive edge in recruiting talented and diverse faculty and staff.

Status: The Human Resources Recruitment Office enrolled with the Mid-Atlantic Higher Education Recruitment Consortium (HERC). As a HERC member, the college is recognized for its commitment to hiring diverse and talented faculty and staff. Membership also includes resources and best practices for diversity recruitment and retention programs, policies, and practices.

The Human Resources office targeted advertising media to strengthen the diversity of the applicant pool. During FY2015, Human Resources expanded its advertising through print and online journals with the “Transform Your Life” job ads which promoted the diversity of the college. Ads were placed in publications such as Diverse Issues in Higher Education - Hispanic Heritage Month edition and the 2014 Diversity Edition of The Equal Opportunity Employment & Education Journal. These publications are dedicated to education, development and employment for all minority groups including women and veterans. Other advertising sources targeted to minority audiences included Hispanic Outlook and Diversejobs.net.

OBJECTIVE 5: Emphasize the importance of cultural diversity during the hiring process.

TASK

1. Review and revise process for determining adequate levels of diversity for candidate and finalist pool for all searches.

Status: The overall diversity of the workforce has increased slightly from FY13 to FY14 based upon the findings of the annual Workforce Profile report:

- African American/Non-Hispanic – 55.3%
- White Non-Hispanic – 27.9%
- Asian/Pacific Islander – 3.8%

- Hispanic – 3.4%
- American Indian – 0.4%
- Representing Two or More Races – 2.7%
- Unknown – 6.5%

The Human Resources Recruitment Office has been focused on reviewing the search committee process to enhance the awareness of the college's commitment to diversity and to evaluate the tracking of underrepresented applicants in the candidate pool. The office has implemented a search committee toolkit which includes the college's definition of diversity and recruitment and retention goals. The new definition of diversity was also added to the employment brochure. The affirmative action officer works with Human Resources and search committees to ensure a diverse pool of candidates to interview. Human Resources is currently working with PeopleAdmin (the applicant tracking system) to revise reporting tools which will enhance Human Resource's ability to evaluate the number of underrepresented applicants considered and hired for all positions.

RETENTION

OBJECTIVE 1: Increase underrepresented students' awareness of Retention Services, tutoring, and financial aid.

TASK

1. Review strategies and incentives to encourage students to participate in student retention services.

Status: In Retention Services, the coordinator of Owl Success Track-First Year Experience Program, partnered with University Town Center and Student Support Services/TRIO to facilitate two college tours:

- Towson College Tour March 28 (30 participants)
- Philadelphia Cultural College Tour April 17-18 (25 participants)

OBJECTIVE 2: Expand underrepresented student scholarship opportunities and increase their awareness of off-campus scholarship opportunities that are applicable to Prince George's Community College.

TASK

1. Improve access and opportunity for underrepresented students by increasing scholarships while decreasing reliance on federal aid or loans.

2. Expand marketing of scholarships for underrepresented students.

Status: Federal financial aid programs are offered by the college for students who meet eligibility requirements. For those students who are not eligible for federal financial aid, students are referred to scholarship resources and web links. The Office of Recruitment maintains a list of web links for scholarships available for Hispanic students. These links include the Core Que Llave Café

Scholarship and the USHLI Scholarship for Young Hispanic Leaders, which also offers a link to a Hispanic Scholarship Guide.

OBJECTIVE 3: Create opportunities for participation in programs geared toward academic success.

TASK

1. Expand opportunities for students to attend these academic success programs through improved programming and scheduling.

Status: Advising Services piloted a new program during Early Advising Week (March 9 – 13), to promote the retention of international students and non-native speakers of English enrolled in the ESL 0106 (English as a Second Language: Advanced Reading Skills) course. This course is a prerequisite for a majority of general education courses and program requirements. Advisors visited ESL 0106 classes to remind students of the importance of passing prerequisites, working with an academic advisor to map out an academic plan, and previewing the college's new student **Self Service Modules** (Appointment Scheduling, Academic Planning and Student Finance).

OBJECTIVE 4: Develop mentoring, professional growth, and other retention initiatives to reduce disparities in the retention rates of faculty and staff from diverse groups.

TASK

1. Establish and implement a comprehensive human resources strategic plan that includes succession planning and a commitment to diversity.

Status: The PGCC Succession Plan has been completed and approved for implementation. The plan will identify key positions and ensure diverse talent pools. This plan will be implemented in FY2016. The establishment and implementation of an HR comprehensive plan will carry over to next year.

Measures and Outputs:

1. Percent of students participating in engagement activities.

Baseline data will be utilized from the Community College Survey of Student Engagement (CCSSE) which was administered during the spring 2014 semester.

2. Percent of underrepresented groups in the faculty and staff ranks.

Baseline data will be utilized from the Workforce Profile FY13 report published by the Office of Human Resources in May 2014. The target increase is 5% each year. In FY2013, there were 32 new faculty and staff from underrepresented groups and 32 in FY2014. These numbers represent no change in FY2014. It is important to note that most of the efforts in this area occurred in FY2015. Also, the numbers are slightly skewed because of the number of “unknown” races recorded when new hires decline to provide this information. There are also new hires who now

report “two or more races” which may impact these numbers. The Human Resources Recruitment Office put measures in place in the current fiscal year that require new hires to report “race” after hire. Therefore, the FY2015 report will reflect a more accurate count. If the “two or more races” category continues to increase, this will have to be taken into consideration for future reports.

3. Percent of underrepresented groups in the student population.

Baseline data will be utilized from the fall 2013 Fact Book published by the Office of Planning, Assessment and Institutional Resources (OPAIR).

INCLUSIVE ENVIRONMENT

GOAL 3.

Create an inclusive culture that provides a sense of belonging in a welcoming environment that recognizes, respects and appreciates individual differences.

OBJECTIVE 1: Develop a culturally inclusive communication plan that supports and enhances the diversity plan.

TASK

1. Implement and monitor the communication plan.

Status: The communication plan will be developed during June and July 2015 with implementation beginning fall 2015. The communication plan will include timelines and activities to introduce the plan to the entire college community as well as constituent groups, areas and departments. The plan will define the roles of the various offices and departments at the college to ensure that there is effective infusion of diversity throughout the college community.

OBJECTIVE 2: Gauge attitudes and beliefs about the College's current culture and environment.

TASK

1. Analyze data from the employee engagement survey.

Status: Based upon the information provided by the Office of Planning, Assessment and Institutional Research (OPAIR), base-line data is being established to determine the effectiveness of training, education and programming experiences related to the definition of diversity and the values of PGCC.

OBJECTIVE 3: Ensure that PGCC's culturally inclusive values are integrated in to all programs including the college's student and employee admission and orientation process.

TASKS

1. Develop marketing materials for college-wide dissemination.

Status: The Center for Professional Development provides monthly training for new and existing employees on the values of PGCC and what it takes to incorporate the values into how we work and interact with one another. As part of the training, participants are given different scenarios where they must identify which values are being challenged and the best manner to address the challenge or where they obtain guidance and support. At the conclusion of the training, each participant is given a bookmark with the PGCC values and the definitions of each value. Additional marketing materials will be developed along with the communication plan.

2. Include new diversity definition in new student orientation.

Status: Beginning June 2015, the new definition of diversity will be shared with new students during the in-person S.O.A.R. sessions and in the online version.

OBJECTIVE 4: Create a forum for students, faculty and staff to discuss relevant diversity topics.

TASK

1. Introduce “Diversity Roundtable” schedule to college community and monitor the overall effectiveness of the program.

Status: Information is currently being reviewed regarding “transformational dialogues” to introduce to the college during fall 2015. Transformational Intergroup Dialogue is an education program which promotes intergroup cooperation and understanding through dialogue and helps participants better understand the impact of race, gender, sexual orientation, religion, ability and class on individuals and groups through face-to-face, interactive exchanges focused on the reality of who people are rather than the fear that has been taught through group and cultural norms.

Measures and Outputs:

1. Perception by employees of issues related to diversity.

Baseline data is being evaluated using responses to the Higher Education Survey of Employee Engagement (HESEE). In 2014, Prince George’s Community College conducted two college-wide surveys: The Community College Survey of Student Engagement (CCSSE) and the Higher Education Survey of Employee Engagement (HESEE). Even though the CCSSE surveyed the student population and the HESEE was administered to college employees, the two surveys shared important attributes in their content and design, namely, they both focused on engagement and they both allowed for the inclusion of customized questions in addition to the standard questionnaire. Within the set of customized questions in each survey, PGCC included three overlapping questions centered on issues related to diversity.

A total of 2,083 employees were emailed the HESEE survey in spring 2014. Out of those emailed, 835 (40%) responded to the survey. 578 (69%) respondents were full-time employees and 257 (31%) were part-time employees. The HESEE results show that an over-whelming majority of employees (90% strongly agree or agree) assert that they know how to connect with students and colleagues from different backgrounds. This assertion also holds when disaggregating the results by Senior Team division. However, full-time employees are less likely to agree with this statement than part-time employees.

Overall most employees strongly agree or agree that their supervisor is committed to and supports diversity (78%).

2. Perception by students of issues related to diversity.

Baseline data is being evaluated using responses to the Community College Survey of Student Engagement (CCSSE). In spring 2014, PGCC administered the Community College Survey of Student Engagement (CCSSE) to a representative sample of the entire population of credit students. CCSSE is a survey conducted nationwide, which uses a standard survey questionnaire for participating colleges. In addition to the standard questionnaire, which includes three questions on diversity, institutions can formulate up to fifteen custom questions. As part of its list of custom questions, Prince George's Community College included twelve questions to measure students' perceptions on issues related to diversity at the college. These questions were formulated by OPAIR with feedback from the college's Cultural Diversity Committee. The questions added by the college measured different aspects of diversity. Three referred to the general college climate in regards to diversity. These questions were identical or very similar to questions that were asked to faculty and staff in the HESEE. Having the same questions in the two surveys allows for comparisons between employees and students' views on diversity. Four questions refer specifically to diversity in the classroom. These questions were written in collaboration with the Curriculum Subcommittee of the College's Diversity Committee. The rest of the questions measured cultural competence; they asked how comfortable students feel interacting with persons from diverse backgrounds.

Over 700 students were administered the CCSSE survey in spring 2014. CCSSE results show that the majority of students at PGCC feel comfortable interacting with individuals from different backgrounds. At the same time, results show some variations in how students respond depending on the specific back-ground described in each question. Close to 60% of students report feeling very comfortable interacting with individuals from different racial/ethnic/cultural backgrounds. Similarly, 55% report feeling very comfortable interacting with individuals from different religious backgrounds. By contrast, only 47% of students report feeling very comfortable interacting with individuals with different sexual orientations.

When it comes to diversity in the classroom, over 60% of students strongly agree with the view that their instructors treat all students as capable learners regardless of background. At the same time, results suggest that there might be opportunities for more active strategies to promote diversity in the classroom. For example, fewer than half of students (46%) strongly agree with the view that their instructors create a class environment where students with different religious/political beliefs feel comfortable expressing their views. Similarly, only 42% strongly agree with the view that their instructors encourage students from different backgrounds to work together.

3. Participation in forums for students, faculty and staff to discuss relevant diversity topics.

Baseline data will be obtained in FY2015 for participation in the Diversity Roundtables or Transformational Intergroup Dialogues.

CURRICULUM

GOAL 4.

Provide opportunities for students to value cultural diversity and to succeed in an intercultural environment.

OBJECTIVE 1: Expose students to cultural diversity content through the new PAS 1000 course, Planning for Academic Success: First Year Experience Seminar.

TASK

- 1. Offer diversity unit and listening-to-diverse- viewpoints unit in all sections of the new PAS 1000 1-credit course that will begin in fall 2014 and be required of all incoming students. Evaluate student knowledge of information.**

Status: In 2014-15, the Curriculum Subcommittee worked to develop a sequence of cultural diversity information and skills that could reach as many students as possible. This process started with level I exposure to and increased understanding of cultural diversity by including a unit on the topic in the PAS 1000 student orientation course, Planning for Academic Success: First Year Experience Seminar, a 1-credit course required of all students. Unfortunately, that course was changed from a 3-credit to a 1-credit course in fall 2014, making it harder for faculty to devote sufficient time to the subject matter of cultural diversity. Two exercises were developed to increase student exposure. One part of the cultural diversity unit is an information-gathering interview with someone from another culture, allowing the students to discuss similarities and differences in values and communication styles. The second exercise, part of a listening and note-taking unit, provides students with six separate taped interviews of PGCC students who are in the minority at the college. In May 2014, interviews were taped of an undocumented African student, an impoverished African student, a lesbian student leader of the LGBT club and a blind African student. In May 2015, interviews of a Caucasian student and of a Mexican student who is undocumented was added. All the students interviewed are honors students and real academic success stories, telling their stories of struggles and achievements. Some have already earned scholarships to universities.

For the outside-of-class student-conducted interviews, instructors have described students feeling nervous to talk to someone of a culture they didn't know well, but later sharing their surprise that they had much more in common with their interviewees than they had expected. They found connection and understanding at a deeper level through planning, conducting the 1-on-1 interview and writing up reports from their interviews. Students who watched some of the 1-on-1 PGCC international student and LGBT interviews described to their instructors that they were impressed by the dedication of the students when they were under difficult circumstances. The blind student has shared that many students have walked up to him on campus to congratulate him for his successes academically and as a campus radio show host. These experiences help students attend more to cultural differences and see ways in which they can connect with and understand those from other parts of the world or of alternative gender orientation. The committee is pursuing a commitment for these exercises to continue to be part of the PAS 1000 course, given their shortened class hours. In addition, the committee will gather additional feedback from students and from faculty teaching those classes.

Level II of learning intercultural communication skills will be addressed in two communication courses which most PGCC students complete. Though not as extensively as in an intercultural communication course, the Communication and Theatre Department is exploring a change in the SPH 1010 Introduction to Speech Communication course that requires all students to address cultural diversity. They will ask instructors to use cultural diversity topics as their small group discussion assignment topics. This assignment will require students to research intercultural issues and to discuss them in an agenda-based in-class group discussion. In this way, the department will not be adding to the course assignments, but adapting an existing assignment. The department plans to pilot that approach in fall 2015.

Alternatively, many students instead enroll in SPH 1090 Interpersonal Communication to fulfill their communication requirement. This course already has cultural diversity as a course objective and addresses cultural differences in perception, language, and nonverbal communication. The course now requires a final role play assignment performed in class with someone of another culture; in the assignment, students must research, address and then assess their own intercultural communication strategies and how well those strategies succeeded. The department will further review this course for ways in which cultural diversity communication skills are taught and assessed. If the committee can fully implement this cultural diversity focus, between these two communication courses nearly 80% of PGCC students in General Education or other university-transfer programs will take a level II cultural diversity class.

For a level III synthesis of cultural diversity skills, the committee is exploring the inclusion of at least one cultural diversity assignment into the capstone courses in various disciplines. The committee will meet with faculty from the departments of those courses to discuss ways in which students could be exposed to professionals from a number of cultures in their career fields, and could learn more global perspectives on their majors in ways that involve their direct contact with people of other cultures.

OBJECTIVE 2: Gather a list of current PGCC credit course offerings, including General Education, which teach cultural diversity knowledge and skills.

TASK

1. Look into options for infusing cultural diversity into courses within more programs and majors.

Status: Although several courses at the college include diversity activities, the committee compiled a list of courses that include diversity as a primary learning outcome. While some programs require that students take the course as a requirement within a given program toward an Associate's degree, others are listed as elective. The goal is to continue to add more courses that incorporate diversity as a learning outcome where appropriate.

COURSE	OUTCOME	DEGREE
BMT 2720 Managing Workplace Diversity	Define diversity and diversity of consciousness.	Residential Property Management (AAS)

CJT 1530 Community Policing	Explain the interactions between police and various culturally diverse groups, the media, and other entities.	Correctional Services Option, Criminal Justice (AAS) Criminal Justice Transfer (AA)
HLE 2010 Health Issues on a Culturally Diverse Society	Explain the importance of a multicultural perspective overview of health.	Elective
PAR 2560 Basic Mediation	Describe legal, moral, cultural, ethical, and diversity issues common to mediation.	Elective
SPH 2230 Intercultural Communication	Includes (2 of 9): Explain the critical role of cultural influence in all human interaction and the way human lives are defined by each person's many co-cultures. Explain the ways in which different cultural thinking patterns, assumptions, values and beliefs are manifest in observable behavior.	Communication/Public Relations and Journalism Option, General Studies Mass Communication Option, General Studies
TED 1400 Introduction to Multicultural Studies	Modify activities and lessons to reflect multicultural principles, concepts, and strategies. Explain various multicultural approaches and how to use them to create a positive classroom environment.	Early Childhood Education (AAS), Early Childhood Special Education (AA)

OBJECTIVE 3: Assess current ways faculty are incorporating diversity issues into classroom content and teaching techniques.

TASK

1. Review survey results. Use results to develop effective faculty diversity training.

Status: In an effort to gauge the level of awareness of diversity among faculty and staff, the college disseminated the Higher Education Employee Engagement survey in 2014 which included specific questions related to diversity. Initial results indicated that a cultural homogeneity may exist at the college which may not serve the institution well. To that end, an increase in programming through classroom and co-curricular activities is needed. The participants in the Leadership Institute are also currently working on providing recommendations for the college that address diversity. The

Diversity Committee will use those recommendations to guide the approach to programing and training for all faculty and staff.

OBJECTIVE 4: Require diversity training, including teaching strategies, for all faculty.

TASK

- 1. Provide training unit for new faculty on cultural diversity teaching. Provide training unit for all faculty on cultural diversity teaching strategies including shared strategies from PGCC faculty.**

Status: Prior to the beginning of the fall 2015 semester, the Curriculum Subcommittee will work with the Coordinator of the New Faculty Hire program to incorporate diversity training for all new faculty. The committee will also work with faculty on creating a training specific to cultural diverse teaching strategies for all faculty.

Measures and Outputs:

- 1. Exposure of students to cultural diversity content through college courses.**

The diversity interview assignment “Interview Someone from Another Country” was created and piloted in PAS 1010 in fall 2013 and in spring 2014. In fall 2014, it became a part of the cultural diversity unit of the new 1-credit PAS 1000 course. The listening unit of the PAS 1000 course included a cultural diversity experience. Students watch 10-minute pre-taped interviews, listening to one in-class and one or more as homework assignments, each featuring a student from a different cultural perspective. The members of the Ad Hoc Committee on Cultural Diversity have begun determining the existing courses that have cultural diversity as a course objective and are encouraging other faculty to include cultural diversity as a course objective.

INTERFAITH UNDERSTANDING AND COOPERATION

GOAL 5.

Enhance knowledge and understanding of students from diverse faith and non-faith backgrounds.

OBJECTIVE 1: Expand students' understanding and acceptance of traditions and faiths different from their own as measured by internally developed survey.

TASK

1. Increase student participation in interfaith programs.

Status: The Interfaith initiative at the college is coordinated by the President's Interfaith and Community Service Campus Challenge Committee – a group made up of staff, faculty and students. The college made a commitment to the President's Interfaith and Community Service Campus Challenge because of a willingness to involve the college community in an initiative that cultivates an appreciative knowledge and understanding of the diversity of our community through interfaith understanding and good works. Each year, a full day of interfaith programs and service projects are held on the 9/11 National Day of Service and Remembrance and on the Martin Luther King, Jr. National Day of Service.

Through the interfaith service committee, PGCC made a commitment to volunteer at the SHARE Food Network Warehouse twice each month. SHARE (Self Help and Resource Exchange) is sponsored by the Catholic Charities Archdiocese of Washington, D.C. and is a non-profit, community-based organization dedicated to moving healthy groceries at roughly 50% discount into homes and is a community-building network. Thousands of families count on SHARE each month for affordable, nutritious groceries that are sold through SHARE's volunteer-run locations throughout the Washington metropolitan area. Of the participants this year, 37 were students. More than 500 hours of service was provided to this project.

In addition to the Better Together Club activities detailed below, Learning Our Viewpoints were held as well as activities by the Secular Student Alliance.

Learning Our Viewpoints are open informal student discussions of different cultures, values and religions. Students attend to ask questions and share views. Information about the date, topic and attendance follows:

- October 2014 – “Have you experienced prejudice? How did you handle it”?
October 21 and 22, Largo campus – attendance 42 total, October 29, UTC campus – attendance 16
- November 2014 – “What do you think is most misunderstood about your religious/nonreligious beliefs”? (International Education Week)
November 12 and 13, Largo campus – attendance 17 total
- February 2015 – “What stereotypes have hurt you”?
February 18 and 19, Largo campus; February 24, Laurel campus

- March 2015 – “PGCC students have many different faith beliefs and ethnic backgrounds. Does that make us stronger or weaker as a community”?

March 17 and 18 – attendance 25 total (March 17 was part of the Liberal Arts Fair)

For the March sessions, participants were from the US, Saudi Arabia, Cameroon, Nigeria, Jamaica and Ghana, and were Catholic, Baptist, Muslim and nonreligious.

Secular Student Alliance events included:

- October 1, 2014 - Speaker: Conor Robinson – Foundation Beyond Belief - Compassionate Humanists Supporting Charities Worldwide, 13 in attendance
- October 13, 2014 - Ask a Secularist Day, 10 new students signed up
- November 17, 2014 – Superstition Bash, 15 in attendance
- March 12, 2015 - Guest Speaker: Jason Heap, Executive Director of the US Coalition of Reason – Why the US Military Needs Secular Chaplains, 12 in attendance
- April 15, 2015 – Ask a Secularist Day

2. Review data on the expansion of students’ understanding and knowledge of students from diverse and non-faith backgrounds. Revise programming and capacity building activities as needed.

Status: The Better Together student led club provided opportunities for students to voice their religious and non-religious values and engage with each other across lines of differences in order to expand student’s understanding and acceptance of traditions and faiths different from their own.

During the fall and spring semesters, the club hosted a speed-faithing style event where participants were able to ask and discuss a variety of questions about their beliefs, values, and faith traditions. This has become a very popular event on campus that attracted 30-50 participants. Of the participants who completed the program evaluation for the speed-faithing events, more than 90% reported that they had an opportunity to learn about different faiths and also share about their own faith and traditions. When asked if the program expanded their understanding of different religious/non-religious perspectives, 91.23% agreed or strongly agreed.

The Better Together Club hosted several Ball Pit activities throughout the year during the New Student Orientation College Resource Fairs, fall and spring Welcome Back Week Activities and at the college Open House. Participants were able to sit in the ball pit and engage with a person that they hardly knew or were meeting for the first time to learn about what they had in common and to share their different views and perspectives. This year 40-50 people participated in the Ball Pit activities.

Two Interfaith Jeopardy Tournaments were held this year. Only five students participated in the first tournament, but the event was repeated later in the spring semester. Student clubs and organizations were invited to create teams to represent their club in the tournament with the opportunity to win prize money for the club. This proved to be a very successful strategy, and as a result there was increased student participation. Approximately 23 students and five student clubs participated in the Interfaith Jeopardy Tournament. Of the participants who completed the program evaluation for the tournaments, 82.36% reported that they had an opportunity to learn about different faiths and also

share about their own faith and traditions. When asked if the program expanded their understanding of different religious/non-religious perspectives, 94.12% agreed or strongly agreed.

During the week-long Better Together Day Campaign activities in April 2015, participants were able to voice their beliefs by sharing and writing their responses concerning what they would like others to know about their religious/non-religious identity, what they learned about other religious/non-religious identities and why they took the Better Together Day Pledge. Their responses were posted on a Better Together Day Wall exhibit that was displayed for a week in the student center. Over 50 people participated in sharing their stories for the exhibit, and over 200 took the Better Together Day Pledge which read, "I hereby pledge to talk to someone of another religious or non-religious background about the values that we both share. I also commit to work with others for the common good despite our differences. On 4.14.15, I will wear blue to join in solidarity with thousands of others across the U.S. who believe in interfaith cooperation and understanding." Of the participants who completed the program evaluation for the Better Together Day activities, 90% reported that they had an opportunity to learn about different faiths and also share about their own faith and traditions. When asked if the program expanded their understanding of different religious/non-religious perspectives, 20% agreed and 70% neither agreed nor disagreed. As a result of this work, the College received the 2015 Better Together Day Award from the Interfaith Youth Council.

Students were able to enhance their understanding and knowledge of students from diverse religious and non-religious backgrounds by participating in some of the community service projects at the college this year. For example, students who participated in the One Night without a Home Community Service project, and the Community Service Field Trip to Washington D.C. to distribute socks, bags and food to the homeless were able to participate in reflective discussion activities at the end of the project. Approximately 18 students participated in the One Night without a Home service project and 12 participated in the Community Service Field Trip to Washington D.C. Of the participants who completed the community service project evaluation, over 90% reported that they had an opportunity to learn about different faiths and also share about their own faith and traditions. When asked if the program expanded their understanding of different religious/non-religious perspectives, 50% agreed, 25% neither agreed nor disagreed, and 25% strongly disagreed.

OBJECTIVE 2: Increase leadership of interfaith engagement by students.

TASK

1. Obtain student club status for the Better Together Team.

Status: This year, the Better Together Team received active club status as a registered student organization on campus. To assist the new Better Together Club officers and members with being more effective interfaith leaders on campus and to increase their leadership of interfaith engagement, the four executive officers and the two advisors attended the Interfaith Youth Core (IFYC) Leadership Institute and allotted 15-30 minutes during each club meeting for mini- interfaith workshops and discussion activities. Some of the training topics

included, but were not limited to: (1) How to define interfaith cooperation; (2) How to ask good questions when engaging others of religious/ non-religious backgrounds, (3) How to create safe spaces when facilitating interfaith events; and (4) How to plan effective interfaith events. The active membership of the club has increased over last year by 50%.

This year, there was also increased collaboration between the student leaders of the Better Together Club and student leaders from other student organizations in the planning of interfaith events. For example, this year, the Better Together Club collaborated with the Muslim Students Association (MSA) in hosting two vigils that were held on campus in remembrance of the three Muslim students who were killed at University of North Carolina, and the 147 Christian students who were killed at a college in Kenya. During these two vigils, participants were able to speak out against violence and religious intolerance, as well as enhance their knowledge and understanding of students of diverse faith and non-faith backgrounds. An estimated 20-30 people participated in the vigils.

In addition to collaborating with MSA, the club also collaborated with the Secular Student Alliance, Bethel Campus Fellowship and the Student Governance Association in the planning and hosting of the Better Together Day Pledge Drive, the Better Together Mixer and Exhibit. The Better Together Club also established a relationship with student leaders on the Owl newspaper staff and the Student Media Club to promote and capture some of the interfaith capacity building activities on campus. As a result, this academic year, there were increased interfaith articles in the student newspaper and the Student Media Club videotaped some of the activities - including one of the vigils, the one night without a home teach-in, and two of the mini-interfaith workshop discussions that were held during the meetings. These will be edited and screened on the college's television station.

Measures and Outputs:

1. Expand students' understanding and acceptance of traditions and acceptance of traditions and faiths different from their own.

This information is included above.

2. Student leadership of interfaith engagement.

This information is included above.

RECOMMENDATION

The Ad Hoc Committee on Cultural Diversity is recommending to the president that this community become a permanent committee due to the College's commitment to diversity along with the annual reporting requirements to the Maryland Higher Education Commission.



**Maryland Higher Education Commission
Education Article 11-406 – Plan for Program of Cultural Diversity
FY 2014-2015**

**Wor-Wic Community College
32000 Campus Drive
Salisbury, MD 21804**

Overview

Wor-Wic Community College is committed to a plan of cultural diversity that promotes inclusivity of diverse students and employees. The college has created a welcoming atmosphere on campus and has infused cultural diversity in all college programs, services, and communications. The college has demonstrated this commitment to cultural diversity through its vision, values, mission, and goals stated in the institutional strategic plan. The strategic plan of the college is in alignment with the diversity goals of the Maryland State Plan for Higher Education, including implementation strategies and timelines for meeting the goals.

This report is submitted in response to the Maryland Higher Education Commission reporting requirements for college cultural diversity plans [Education Article, Annotated Code of Maryland 11-406-(b) (1) (iii)].

Reporting Campus-Based Hate Crimes

In response to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the college's hate crime policy and procedures for reporting the crime is found in the safety and security section (Appendix N) of the college's policy and procedures manual (PPM). In addition, if reported, hate crime statistics may be found in the college's annual security report which is prepared, published, and distributed by the director of security. The annual security report is updated and posted every October 1, and a copy of the report can be accessed on the college website at www.worwic.edu/AnnSecRept.pdf, or a copy can be obtained by contacting the director of public safety at (410) 334-2936. Further, the policy is defined in the college catalog (p.22) and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime (p. 228).

Policies and procedures regarding campus security, crime reporting procedures, college investigations and sanctions, and prevention and awareness area available on the college website, as well as the college catalog (for students) and the policies and procedures manual (for employees). The following is an excerpt from the crime reporting policy:

Any member of the campus community who is a victim of, or witness to, a crime should call 911 and the college public safety department at (410) 334-2937. Anyone who needs help reporting a crime to police can obtain assistance from the public safety department. Prompt reporting assures timely warning notices and accurate disclosure of crime statistics. The college does not have procedures for victims or witnesses to report crimes on a voluntary, confidential basis.

All reports of criminal activity are investigated and recorded in the daily crime log in the public safety department by the officer taking the report. The daily crime log is available for public inspection during normal business hours at the public safety department located in Room 102 of Henson Hall.

In addition to the daily crime reporting log, the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act requires that certain crimes, which could require the assistance of local law enforcement officials, must be included in the annual security report. Primary crimes that must be reported include murder, negligent manslaughter,

forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft and arson. All primary crimes, as well as larceny/theft, simple assault, intimidation, and destruction, damage or vandalism of property, are also classified as hate crimes when there is evidence that the victim was intentionally selected because of the victim's actual or perceived race, religion, sexual orientation, gender, gender identity, ethnicity, national origin or disability. Other crimes that must be reported are domestic violence, dating violence and stalking, as well as criminal charges or referrals to the college's student-faculty disciplinary committee for alcohol, drug or weapons violations.

Institutional Plan to Improve Cultural Diversity

All policies and practices at Wor-Wic Community College are guided by the college's eight core values (accessibility, community, diversity, honesty, learning, quality, respect and responsibility), Code of Maryland Regulations (COMAR), and the goals of the Maryland State Plan for Postsecondary Education, which emphasize quality and effectiveness, access, affordability and completion, diversity, innovation, economic growth and vitality, and data use and distribution. The college strives to uphold these values and goals in all of its academic and business operations, with the aim of creating a learning and working environment for all students and employees that is inclusive and fair. In the conduct of its programs and activities involving the public and the constituencies it serves, Wor-Wic demonstrates adherence to ethical standards, follow-through on its stated policies and support for academic and intellectual freedom.

Wor-Wic defines "diversity" as "the dynamic variety of people and ideas that promote greater skill and wisdom, and enhance institutional vitality." Wor-Wic recognizes the importance of promoting awareness, understanding and appreciation of diverse racial, ethnic and cultural groups, as evidenced by the college's mission to "serve the unique needs of a diverse student body through its education offerings and comprehensive support services" and one of its nine mission-based institutional goals to "attract and retain a diversity of students and employees." Wor-Wic's cultural diversity plan promotes the inclusivity of diverse students and employees. As part of the plan, Wor-Wic instituted several initiatives to enhance diversity, including the creation of a cultural diversity committee in 2009, with representatives from all areas of the college, to ensure that progress was being made on the implementation of the plan and the coordination of multicultural events. Based on the committee's efforts, the number of multicultural events on campus has increased from seven in FY 2009 to fifteen in FY 2015. In 2012, the cultural diversity committee also oversaw the installation of international flags in the student center café to represent the international origins of students and employees at the college. In 2013, the college held mandatory diversity training for all standard employees with the objective of creating and promoting a more inclusive and productive workplace.

Efforts to Increase the Representation of Traditionally Underrepresented Groups

The climate of respect for diverse ideas, cultures and backgrounds at Wor-Wic is also evidenced by the diversity of its student body. The minority credit student enrollment (32 percent non-white) exceeds the minority population of the college's service area (29 percent non-white). In support of Wor-Wic's diverse student body, the college implemented two grant-funded programs aimed at success and goal completion for under-represented students: I Am STEM, an African-American student retention program; and Persistence and Student Success (PASS), to increase student services for first-generation students and students with disabilities. Both programs were

supported by the Maryland College Access Challenge Grant Program (MCACGP) sponsored by MHEC. The results of both programs indicate that participants had higher persistence rates than equivalent control groups (MCACGP Final Reports PASS, I Am STEM). The results of the Community College Survey of Student Engagement indicate 82 percent of respondents felt their experience at Wor-Wic contributed to their understanding of people of other racial and ethnic backgrounds.

Wor-Wic's admissions office and marketing department also provide prospective students and the community with information about the college. The director of admissions attends college fairs, visits local high schools, collaborates with high school counselors and fulfills information requests. The college supplies information on the mission of the college, academic programs and support services through an array of print, web-based and social media. The college also does a saturation mailing of the service area with its credit course schedule to inform residents of educational offerings at the college. Some additional efforts made to promote the college to prospective students include billboards, literature racks, radio and television ads and newspaper advertisements. The effectiveness of marketing is assessed by (1) a marketing survey included on the admissions application for new students, and (2) a marketing survey of current credit students. Results from the application survey indicate that word of mouth advertising and "other methods" are the most effective advertising mediums to prompt students to apply (34 percent of applicants for both). Guidance counselors (11 percent) and the college website (8 percent) were the next most frequently cited reasons to apply to Wor-Wic (fall 2012). Data from the credit student survey (fall 2012) indicate that students have seen or heard Wor-Wic advertisements from the following media sources: television (58 percent), radio (22 percent) and local newspapers or magazines (18 percent). Further, student services staff host groups of underrepresented student populations at the college and conduct presentations at local schools and community centers within the tri-county service area about admissions, academic retention, disability and financial aid information. (Additional information about these services is listed on pages 9-10 of this report).

In addition to efforts to increase the diversity of its student population, Wor-Wic aims to increase the diversity of its staff and faculty. Fifteen percent of full- and part-time employees at Wor-Wic are minorities. Although this percentage is lower than the state average for all Maryland community colleges (31 percent), it is higher than the average for all *small* Maryland community colleges (7 percent). The college benchmark for the percent of minority faculty (12 percent) has never been reached, but for administrative and professional staff, the college reached its 12 percent benchmark as of fall 2012. These data demonstrate a continued commitment toward the promotion of diversity among faculty, staff and students.

From FY 2006 to FY 2013, the number of full- and part-time employees at the college has increased by 39 people, or 10 percent. During the recent economic recession, the college experienced an enrollment surge, hitting its peak in FY 2011. To accommodate enrollment changes, the number of part-time faculty fluctuates accordingly (Table 3.8). While the college has made efforts to increase the number of employees, staffing levels at Wor-Wic are somewhat low in relation to other small Maryland community colleges. The ratio of FTE students to FTE employees at Wor-Wic is 11.5 compared to 7.7 for other small Maryland community colleges (FY 2013).

Wor-Wic Community College prides itself on the quality of its faculty, as they are considered central to the teaching and learning functions of the college. The ability of the college to attract, retain and develop a sufficient, diverse and well-qualified faculty workforce is important to the overall success of its students. The college's support of the role of faculty is demonstrated by its mission-based institutional goal to "provide...service area residents with access to a quality education..." The faculty is also committed to all aspects of student success guided by the institution's mission of providing "high quality instruction" in all of the college's academic offerings.

Table 3.8: FTE Enrollment and Employees by Classification

Fall	FTE Enrollment*	Total Employees	Faculty FT (CR/CE)	Faculty PT (CR/CE)	Administrators FT and PT	Support Staff FT and PT
2006	2502.00	381	61	180	59	81
2007	2597.76	404	65	188	60	91
2008	2738.00	413	70	181	64	98
2009	3018.58	413	71	181	64	97
2010	3228.11	441	70	208	65	98
2011	3417.20	440	70	206	65	99
2012	3218.44	425	70	192	67	96
2013	2997.57	420	72	181	67	100
2014	2749.13	431	73	187	69	102

FT=Full-time, PT=Part-time/CR=Credit, CE=Continuing Education (Non-Credit)

*Fiscal Year Data

Wor-Wic endeavors to hire the best qualified applicants for faculty vacancies based on its recruiting and hiring policies. Results from Wor-Wic's 2011 internal environmental scan indicated that only 51 percent of faculty agreed/strongly agreed that the college's advertising practices secured the best employees for available positions and 62 percent of credit faculty agreed/strongly agreed that hiring practices secured the best employees for available positions. In response, the college increased its recruiting efforts to include online advertising in HigherEdJobs and CareerBuilder in addition to its traditional advertisements in The Daily Times, the service area's local newspaper. In accordance with the college's mission-based institutional goal of "...attracting and retaining a diverse faculty...that reflects the community's demographics," the college also strives to attract diverse faculty applicants. To that end, the college mails a list of its faculty openings to leaders of local minority organizations and directly targets interested minority applicants using affirmative action emails through HigherEdJobs. These targeted emails reach nearly 250,000 minority job seekers. As of fall 2012, six percent of Wor-Wic's full-time credit faculty were racial minorities. The current benchmark is for minorities to represent 12 percent of the faculty by 2016. Among all Maryland community colleges, about 23 percent of full-time credit faculty are racial minorities. When comparing just

Maryland's seven *small* institutions, Wor-Wic ranks second in the percentage of minority full-time credit faculty.

At Wor-Wic, professional development of faculty and staff is important to the continuous growth of the college. The position description for full-time credit faculty states they "must attend faculty professional development activities as scheduled" and "keep current in [their] area of teaching expertise and in instructional methods by attending appropriate professional meetings, conferences or workshops, as well as through continued occupational experiences and literature research" (PPM: Job Description, Full-Time Credit Faculty). In addition, the college encourages and makes available professional development opportunities for part-time faculty.

Wor-Wic supports the professional development of faculty in multiple ways, including an annual professional development day for faculty, funding for conferences, tuition reimbursement for discipline-related higher education courses, and other in-house professional development opportunities. The college's annual professional development day is organized by a faculty committee, and the college allocates \$1,500 for expenses. Full-time faculty are required and part-time faculty are encouraged to attend. Per fiscal year, funds are allocated within the operating budget for full-time faculty to attend conferences, such as the Association of Faculty for Advancement of Community College Teaching (AFACCT) conference and various national discipline conferences. Funds are allocated for one full-time faculty member to attend the Virginia Masters Teaching Seminar (\$900). The college also provides tuition reimbursement for faculty who continue higher education studies in fields related to their discipline. Further, Wor-Wic hosts several in-house professional development workshops for full-time and part-time faculty. In addition, part-time faculty are provided funding to attend the Maryland Consortium for Adjunct Faculty Professional Development (MCAFPD). Part-time faculty are also encouraged and compensated to participate in other professional development opportunities offered by the college. Based on 2013 employee satisfaction survey responses, 89 percent of Wor-Wic faculty agree or strongly agree that there are sufficient professional development opportunities available to them.

Since 2006, the college implemented a new faculty mentoring program as another option for professional development. Through the mentoring program, each new faculty member is assigned a faculty mentor by his/her respective department head to help transition new faculty to the college. The program also aims to foster success in the classroom, encourage creativity in teaching and promote retention efforts. Only faculty who have been promoted are eligible to be mentors which helps new faculty to better understand the requirements for promotion. The faculty mentoring program is evaluated annually to ensure continuous improvement.

Similar to the faculty, administrators and support staff are provided professional development opportunities. Administrators are provided tuition reimbursement to continue higher education courses in fields related to their departmental responsibilities, in-house workshops to expand computer skills, funding to attend meetings and conferences of state, regional, and national affinity groups, and are encouraged to foster leadership within their departments. The support staff host a professional development half-day session each spring that addresses safety, health and nutrition, customer service, and computer skills.

The college's five-year cultural diversity plan expired in May 2015. As a result, the cultural diversity plan has been extended through spring 2020.

Initiatives to Create Positive Interactions and Cultural Awareness

The items herein reflect events and initiatives held in FY 2015 to support the cultural diversity plan for Wor-Wic Community College:

Goal I: The College's cultural diversity committee will ensure progress is being made on the implementation of the cultural diversity plan and continue coordination of multicultural events.

Presenter	Date	Topic/Title
<i>September 2014 – Hispanic Heritage Month</i>		
Pam Wood	November 14, 2015	An Evening of Latin Dancing – “The Bachata” (Dance Lessons) <i>Attendance: 34</i>
<i>October 2014 – National Disability Employment Awareness Month</i>		
Hugh Gregory Gallagher Motivational Theater Group	September 14, 2014	<i>Time Stands Still</i> (Play) <i>Attendance: 83</i>
Film	October 15, 2014	<i>Journey of Man</i> (Film) <i>Attendance: 29</i>
<i>February 2015 – African-American History Month</i>		
Margaret Ingersol, Board Member, Nanticoke Historic Preservation Alliance	February 5, 2015	Voices of Indiantown (Film) <i>Attendance: 18</i>
Shane McCrae, Poet and Assistant Professor of Creative Writing Oberlin College	March 27, 2015	National Poetry Month Presenter - McCrae's poems address race and socio- economic class. (Co-sponsored with the Arts Club) <i>Attendees: 35</i>
Dr. Clara Small, Professor Emeritus, Salisbury University & Author	February 11, 2015	<i>Compass Points: Profiles & Biographies of African Americans from the Delmarva Peninsula, Vol. I</i> Presentation and Book Signing <i>Attendance: 22</i>
<i>March 2015– National Women's History Mont, Irish-American Heritage Month, & La Journee Internationale de la Francophonie</i>		
Irish-American Authors Barnes & Noble Bookstore, WWCC	March 1 – 30, 2015	Book Display
Irish-American Heritage Month Facts and Events Board	March 1 – 30, 2015	Bulletin Board

Dr. Linda De Roche, Professor of English and American Studies, Wesley College	March 17, 2015	Topic: <i>The Irish Experience in the Making of the Irish Immigrant</i> Attendance: 18
Amadou Kouyate Oral Historian & Musician of West Africa	March 19, 2015	Lecture and Musical Performance Attendance: 49
Women's History Month Luncheon : Priscilla Timken, Chesapeake Tours and Promotion	March 20, 2015	Weaving the Stories of Women's Lives (Theme) Presentation Title: "Harriet Tubman: Faith, Family and Freedom" Attendance: 31
Kate Campbell Stevenson, Performer	March 25, 2015	Weaving the Stories of Women's Lives (Theme) Presentation Title: "Women Leaders in STEM"
Folk Heroes (Band)	March 27, 2015	Irish Band Performance Attendance: 79
<i>April 2015– National Poetry Month</i>		
Shane McCrae, Poet and Assistant Professor of Creative Writing, Oberlin College	March 27, 2015	Writing Workshop & Poetry Reading (Co-sponsored with the Arts Club) Attendance: 35
<i>Title IX</i>		
Richard Rudasil, Esq., Title IX Coordinator University of Maryland Eastern Shore	April 8, 2015	<i>What Do You Know About Title IX?</i> Attendance: 12

Goal 2: Examine and list community resources related to diverse populations to enhance cultural diversity linkages with the college.

Ms. Karen Mohler, Academic and Disabilities Counselor, worked with Dr. Dornell Woolford, Evening and Weekend Administrator, to feature *Time Stands Still*, a play about disabilities conducted by the Hugh Gregory Gallagher Motivational Theater group. Mohler organized and participated in transitional programming and workshops for high school students with disabilities in Wicomico and Worcester County schools and at WWCC. Further, Mohler presented for individuals with mental health disorders interested in attending college and provided information about accommodations. In addition, a tri-county event, Pathways Night, was held at Wor-Wic for the third year in fall 2014 to offer postsecondary educational and career options for all students. The event was attended by over 475 persons, including students and their parents.

Mr. Fred Howard, Financial Aid State Scholarship and Veterans Coordinator, is the advisor to the WWCC Veterans-Military Association. The student club sponsored a bus trip to National Memorial Mall and Smithsonian museums in Washington, D.C. (32 participants). In addition, the

club held its annual Veterans Day ceremony on November 11, 2014 (100 participants) and the Memorial Day ceremony on May 23, 2014 (100 participants). In addition, the club holds a monthly pizza-social gathering during the academic year (25 participants, monthly)

Dr. Deirdra Johnson, Director of Retention and Student Success, conducted a student success workshop with Horizons, the Salisbury School Summer Camp, and served as a volunteer with Junior Achievement. The mission of Horizons summer program is to provide an academic, cultural and recreational program designed to encourage a diverse group of students from low-income families to realize their full potential. One component of the program includes guest presentations from area professionals that discuss their careers and the importance of goal-setting, education, and perseverance. Junior Achievement programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential. In addition, as a result of the Work-Wic Community College speaker's bureau, Dr. Johnson presented to the Wicomico County Drug Treatment Court about time management.

Ms. Katherine Jones, Director of Student Activities and the Student Government Association (SGA) advisor, organized the following programs and events to broaden students' cultural awareness and understanding.

Event	Date	Topic/Title
Gay-Straight Alliance	November 30, 2014	Transgender Day of Remembrance
Eric Byrd Jazz Ensemble	February 10, 2015	African-American History Month Musical Performance <i>Attendees: 100</i>
African-American History Month Banner	February 1-28, 2015	Banner/Display
Irish-American Heritage Month Banner	March 1-31, 2015	Banner/Display
Irish-American Heritage Month Facts	March 1-31, 2015	Banner/Display
Women's History Month Banner	March 1-31, 2015	Banner/Display
Irish Blessing, Band	March 4, 2015	Music and dance ensemble in celebration of Irish-American Heritage Month <i>Attendees: 110</i>
"Lea, Hear Me Roar," Performer	March 23, 2015	Musical tribute to the legendary female singers of the 20 th and 21 st centuries in celebration of Women's History Month <i>Attendees: 100</i>
"Maid Café," Cultural Event	April 13, 2015	Culinary event to experience Japanese cuisine
National Day of Silence	April 16, 2015	Day to promote awareness on the silencing of sexual and gender minorities

Ms. Lori Smoot, Director of Career Services, worked with dislocated workers from underrepresented populations through the Maryland One Stop Job Market to assist clients with their educational goals after being laid off work. Ms. Smoot gave career development presentations to various middle and high school groups that visited the college such as the Somerset County Adult Basic Education Program, Wicomico County Transitional Program, Wicomico Mentoring Project, and Wicomico County At-Risk Program. Another career services initiative was to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college. To that end, Smoot, as the project director for the College Preparation Intervention Program (CPIP) Grant for Bridges to Achieve Academic Success in STEM which held a summer program at Washington High School for Somerset County's high school students. The program was designed to provide further instruction to students for their career goals and to help students pass their Algebra/Data Analysis high school assessment for Partnership for Assessment of Readiness for College and Careers Assessment to meet graduation requirements. Lastly, another career services initiative was to work with ethnically diverse and low income are high school student from Worcester County to assist students in the development of professional leadership skills. As a result, Ms. Smoot gave a series of presentations about professional leadership skills and career assessment for high school students in the Worcester County Big Brother- Big Sisters program.

Mr. Richard Webster, Director of Admissions, and the Wor-Wic Community College marketing department also provided prospective students and the community with information about the college. The director of admissions attends college fairs, visits local high schools, collaborates with high school counselors and fulfills information requests. In addition, the admissions office often works with outside agencies whose purpose is to promote higher education opportunities for minorities, first generation college students, and "at risk students." The following are a few examples of the outreach events the admissions office has participated: Wicomico County Family Involvement Conference, Wicomico County Department of Social Services; College Opportunity Campus Visit, Somerset County GED/ABE Program, Somerset County Board of Education; Bridges Program Tour, Stephen Decatur Middle School; At-Risk Student Visit, Worcester County Health Department; and College Outreach Program Campus Visit; Snow Hill/Pocomoke Middle School.

Goal 3: Expand multicultural events to promote cultural diversity on campus.

The aforementioned list of events of the cultural diversity committee (Goal 1) demonstrated the increase in programming through the use of theme months and collaboration with the Arts Club and faculty.

Presenter	Date	Topic
Reyna Grande, Author	September 30, 2014	"One Maryland, One Book" author participated in a book discussion about immigration in the U.S. <i>Attendees: 50</i>
Justin Sirois, Guest	October 3, 2014	Echoes & Visions, annual celebration

Writer/Presenter		of the college's student arts journal. Student writers read their own work followed by a presentation by a guest writer. <i>Attendees: 55</i>
Dr. Jeffrey Lamar Coleman, Associate Professor of English St. Mary's College of Maryland	February 5, 2015	African-American History Month presentation <i>Attendees: 30</i>
Shane McCrae, Poet and Assistant Professor of Creative Writing Oberlin College	March 27, 2015	National Poetry Month Presenter/ Writing Workshop & Poetry Reading McCrae's poems address race and socio-economic class. <i>Attendees: 35</i>
Dr. Clara Small, Professor Emeritus of History Salisbury University	April 1, 2015	Guest lecturer in ENG 204 African American Literature course – discussion focused on local individuals and their involvement in the Civil Rights Movement <i>Attendees: 18</i>

Goal 4: Expand mentoring opportunities for ethnic minority and first-generation students to create a more inclusive atmosphere for students from under-represented populations.

The college obtained funds from the Maryland College Access Challenge Grant Higher Education Student Persistence Program to support two new programs:

1. The Inspiring African Americans and Women in STEM Education (I Am WISE) grant program targets low-income African American and female students with an interest in STEM fields. Current students must have a 2.0 cumulative GPA to participate. The aim of the I Am WISE Program is to ensure that Wor-Wic's STEM and general studies majors with STEM-focused career goals are aware of the variety of career options available and receive adequate support services to persist, graduate, or transfer to a four-year institution. The grant was awarded in March 2014.

Program activities focused on:

- Increasing retention/graduation/transfer rates among participants;
- Improving the understanding of financial aid, financial literacy and scholarship opportunities;
- Exposing students to individuals and careers in STEM;
- Strengthening academic success among SMART Program participants;
- Enhancing STEM career awareness; and
- Fostering persistence and academic success

Presenter	Date	Topic
Dale Green, Ph.D. Morgan State University	June 10, 2015	Historic Preservation
Mr. Thomas Moskios NASA- Wallops Island	June 26, 2014	Fundamentals of Rocket Motors
Mr. Thomas Moskios NASA- Wallops Island	July 17, 2014	Rocket Launch Competition
Meredith Hager Perdue Farms Lab	September 30, 2014	Poultry Lab Testing
Kim Klump Licensed Environmental Health Specialist III	October 14, 2014	Environmental Health Research
Michele Garigliano VP/GM of K & L Microwave	November 11, 2014	Internship Opportunities
Laura Barker Wor-Wic Community College	February 12, 2015	Financial Literacy
Danny Semen Matech Solutions	March 26, 2015	Careers at Matech Solutions

The I Am WISE grant also supported STEM-related and cultural enrichment trips as listed below:

City	Date	Destination
Wallops Island, VA	September 11, 2014	NASA Wallop's Island
Ocean City, MD	October 17, 2014	Pontoon Boat Tour/Atlantic Ocean
Washington, DC	November 14, 2014	Crime & Punishment Museum
Salisbury, MD	February 13, 2015	K & L Microwave
Silver Springs, MD	March 27, 2015	National Museum of Health & Medicine

2. Inspiring Science, Technology, Engineering and Mathematics Students (I STEMS) grant program targets low-income students, specifically African Americans, enrolled in science, technology, engineering and mathematics (STEM) programs or enrolled in the general studies (GNS) program, but who have expressed interest in STEM career fields. As reported in Wor-Wic's performance accountability indicators, STEM programs include natural sciences (including physical, biological/agricultural and health sciences), computer/information sciences, engineering/engineering technologies and mathematics. The grant was awarded in March 2015, and grant activities will begin in summer 2015.

Goal 5: Create and implement hiring guidelines that will help search committee members conduct effective interviews that comply with anti-discrimination laws.

In fall 2013, the human resources department (HR) began using the PeopleAdmin online application system, which allows staff to track applicant demographics to ensure the college is reaching a culturally diverse applicant pool. Data is analyzed to determine if different advertising approaches are necessary to meet the department goal.

In addition, the department uses a combination of recruiting tools to attract minority applicants, including mailings to local minority organizations and the use of affirmative action emails through HigherEd.com, which reaches nearly 300,000 minority job seekers. As of November 30, 2014, 37.3% of applicants for 34 postings self-reported as minority applicants. According to the U.S. Census Bureau, 34.6% of Wicomico County is represented by minority groups and 20% of Worcester County is represented by minority groups. At this time, it seems the college has been successful at ensuring its applicant pool is diverse.

As of March 11, 2015, 14% of the college's full-time standard employees identify themselves as minorities. The human resources department has also been successful at increasing the college's percentage of minorities in full-time faculty positions. The figures changed from 6% in 2013 to 8% in 2014 to 11% in March 2015.

During the first year of implementation of PeopleAdmin, HR discussed hiring guidelines with search committee chairs during recruitment efforts, and reviewed all interview questions prior to interviews being held to ensure the committees' questions were compliant with college and federal standards.

As a result of its first year of implementation of People Admin, an HR representative meets with each search committee to discuss the hiring process. Members receive tools about acceptable and unacceptable questions, as well as training on PeopleAdmin and various interviewing topics. We continue to review and modify all interview questions to remove chances of discrimination in the hiring process.

HR researched and obtained approval to develop a more formal training and development program for employees which to include a leadership track. HR is currently designing this program and is finding ways to offer development opportunities on a limited budget. In addition, HR obtained approval to lead supervisor round tables which will cover a variety of HR legal and best practice topics, including discrimination prevention in recruiting and employment practices. During the FY 2015 budget year, HR will continue to offer training opportunities to help employees understand the definition of discrimination and the laws governing it. Onsite instruction will be provided every few years; however, employees that do not attend onsite discrimination prevention seminars and new employees will be required to complete an online training presentation offered by an outside provider.

The HR department plans to submit a proposal to president's staff during FY 2015 with a recommendation to proceed with the formal professional development program concept currently under design. The first round table was held in February 2015. HR also offered numerous webinar and lunch-n-learn training opportunities.

Another HR initiative is to continue offering training opportunities that help employees understand the definition of discrimination and the laws governing it. Onsite instruction will be provided every few years; however, employees who do not attend onsite discrimination prevention seminars and new employees will be required to complete an online training presentation offered by an outside provider.

Title IX training was held in January 2015 for all employees. A smaller group of employees received additional Title IX training on responding to victims and conducting investigations. Beginning in October 2014, all new employees complete Title IX On Campus web training during their first few weeks of employment. The training provides information to new employees about Title IX. In the broadest terms, the goal of Title IX is to ensure that all students have an equal opportunity to learn and participate in a safe and respectful school setting. Title IX prohibits discrimination based on sex in education programs and activities that receive federal funding—such as those at the college. The training also covers sexual harassment, violence, and assault on and off campus.

Goal 6: Develop learning goals related to cultural diversity, where appropriate.

Strategy A: The academic deans and department heads will oversee the development of learning goals related to cultural diversity across the curriculum.

Arts and Humanities

FRN 101 Fundamentals of French I – An introductory French course was offered for the first time in the fall of 2014.

FRN 102 Fundamentals of French II – A second semester French course was submitted to the curriculum committee and approved for the spring 2016 semester.

SPN 101 and SPN 102 Fundamentals of Spanish I & II and FRN 101 Fundamentals of French I – In SPN 101, SPN 102, and FRN 101, an assignment was created to encourage student interaction with native speakers of Spanish/French. Students could choose from such options as eating at Hispanic/French restaurants or participating in a speaking partner’s activity with a native speaker of French/Spanish. Students submitted a critical reflection of the experience. Student comments in the critical reflection indicated that the assignment was a worthwhile activity that broadened their cultural perspectives.

SPN 101 Fundamentals of Spanish I (fall and spring) and FRN 101 Fundamentals of French I (fall only) – In SPN 101 and FRN 101, an assignment was created that required students to watch a Spanish/French-language film and write a 300-word reaction paper. Student comments in the reaction paper indicate that this was an enriching experience. Several students commented that they would watch a foreign language film again.

FRN 101 Fundamentals of French I – In conjunction with the cultural diversity committee, students of FRN 101 (spring 2015) prepared short biographies of influential Francophone Women as part of a bulletin board display in celebration of Women’s History Month and Journée

international de la Francophonie. Students also attended a lecture/demonstration by Djali Amadou Kouyate, the event's performance artist.

The department sponsored Flowers by Algernon, a reader's theater performance about a mentally challenged man. The show was performed one night. (30 attendees)

The department also sponsored its annual dinner theater, now in its twentieth year, a series of full-length plays that includes desserts at intermission. This year's theater production focused on World War II and on different types of people involved in the war, e.g., women in the military, nurses, and those who did not go to war. The theatrical productions include student and community actors, and desserts are prepared by students and faculty from the college's hotel-motel-restaurant management program. The show was performed on a Saturday and Sunday. (257 attendees)

Criminal Justice

The criminal justice department met twice during FY 2015 with the tri-county branches of the National Association for the Advancement of Colored People (NAACP) to answer questions the organization had and to discuss ways the department can enhance training of law enforcement officers. The department plans to meet with the NAACP on a quarterly basis in FY 2016.

CMJ 152 Law Enforcement and Community – The course includes a cultural awareness component where students examine police relationships with culturally diverse groups. The course objectives follow: differentiate between prejudice and discrimination; identify problems with policing a diverse society; and identify strategies to improve relationships with culturally diverse groups.

In addition to the department's credit courses, its correctional academy also emphasizes cultural diversity in a number of courses:

Cultural Diversity and Bias Incident Reporting –This course prepares the student to deal fairly and effectively with culturally diverse communities within society. The student must be acquainted with the basic sociology principal necessary to understand persons of different religions, race, and ethnic backgrounds so as to supplant ignorance and bigotry which brings out unjust and ineffective law enforcement and improper exercise of obligations to all segments of society. This in turn will build trust and partnerships with through respect, dialogue, cooperation, appropriate and effective consultation and communication;

Crimes Against the Elderly - This course provides law enforcement personnel with information to improve their ability to understand and communicate with older people. To communicate effectively law enforcement personnel must understand citizen's expectations, vulnerabilities and fears. They must also understand the different needs that this group of citizens has and that persons over 65 years of age now constitute the fastest growing segment of the U.S. population.

Dealing with the Mentally Ill - This course will acquaint the student-officer with the complex task of handling a disturbed person. It should assist the student-officer to recognize abnormal

behavior that is potentially destructive and then intervene effectively. It should stress three objectives at the same time: protect the public, safeguard the officer's own well-being and treat the mentally or emotionally disturbed person as humanly as possible.

Code of Ethics - This course explores the relationship between law and the police, the role and function of the police in a free society, and the range of problems confronting the police. Emphasis is constantly being placed on the need to raise law enforcement to a completely professional status. No professional status is possible until the representatives of law enforcement adopt and maintain a rigid code of professional ethics and conduct. Public respect, cooperation, sympathy and confidence are wholly dependent upon the practice of ethical conduct over and above that of most other segments of society.

Deaf/Blind/Handicapped Persons – This course provides law enforcement personnel with information to improve their ability to understand and communicate with handicapped persons. To communicate effectively law enforcement personnel must understand the different needs that this group of citizen's need.

Mathematics and Science

As noted (p. 10) a career services initiative was to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college. Mathematics and Science faculty assisted with the College Preparation Intervention Program (CPIP) Grant for Bridges to Achieve Academic Success in STEM which held a summer program at Washington High School for Somerset County's high school students. Mathematics and Science faculty provided students tutorial assistance in preparation for the Algebra/Data Analysis high school assessment for the Partnership for Assessment of Readiness for College and Careers Assessment to meet graduation requirements.

Nursing

NUR 252 Advanced Nursing II - The intent of the team collaborative learning project was to enable students to demonstrate the ability to work collaboratively within a team; be able to communicate information to an audience of healthcare and non-health care individuals; analyze the impact of cultural beliefs on an individual's health care; develop cultural sensitivity and competence; and lastly be able to discuss the nursing care needs of individuals from diverse cultural backgrounds based on evidence-based practice.

The team collaborative learning project is accomplished by having groups of nursing students research an approved culture. The research results in a collaborative professional poster presentation that reflects the culture across the life span related to health care issues emphasizing implications for nursing care based on evidence based practice. Students gain skill in research, team work, cultural sensitivity, peer evaluation and self-evaluation during this process.

Physical Therapist Assistant Department

Instruction in elements of cultural sensitivity is part of the foundation of technical competence outlined by the Commission on Accreditation in Physical Therapy Education (CAPTE), and found in the Normative Model for Physical Therapist Assistant Education, and the Minimum Required Skills of Physical Therapist Assistant Graduates at Entry Level.

The physical therapist assistant program at Wor-Wic Community College incorporates didactic instruction, clinical instruction, and specific learning objectives related to cultural sensitivity and cultural competence throughout the program. The introduction to awareness and sensitivity to varied and diverse patient populations takes place in PTA 101 Introduction to Physical Therapist Assisting. Program students are introduced to the American Physical Therapy Association document entitled Standards of Ethical Conduct for the Physical Therapist Assistant, which outlines appropriate ethical guidelines related to cultural diversity and patient care. Subsequent course learning objectives related to cultural competence can be found throughout the curriculum in the following courses, PTA 110 Therapeutic Procedures I, PTA 140 Physical Agents, PTA 150 Therapeutic Procedures II, PTA 200 Ethics and Professional Issues, PTA 240 Orthopedics for the PTA, and in each clinical course PTA 220, PTA 260, and PTA 270, Clinical Practice I, II, and III respectively.

Radiologic Technology

The Wor-Wic Community College Radiologic Technology program incorporates didactic instruction on cultural sensitivity and cultural competency within RDT 101 Introduction to Radiologic Technology, RDT 102 Radiologic Nursing Procedures I, and RDT 108 Radiologic Nursing Procedures II. Within these documented courses and the entire clinical practicum, students are required to follow the American Registry of Radiologic Technologists (ARRT) Standards of Ethics and the American Society of Radiologic Technologists (ASRT) Radiologic Technologist Code of Ethics. Student radiographers and certified Radiologic Technologists are required to abide by these ethical principles.

The student radiographers' understanding of cultural diversity and sensitivity as each applies to the healthcare arena are assessed through cultural diversity research papers and the clinical practicum professional development.

Strategy B: The dean and directors of continuing education and workforce development will develop (CEWD) courses related to cultural diversity.

The continuing education and workforce development (CEWD) division offered multiple courses and initiatives in FY 2015 that addressed diversity.

For incarcerated populations:

- Career Technical Education ServSafe instruction was offered to incarcerated youth at the Lower Eastern Shore Children's Center for the Maryland State Department of Education.
- Numerous Eastern Correctional Institution (ECI) adult education classes were offered including Adult Basic Education, Employment Readiness Training, Business Data Processing, and General Education Development.
- Career Technical Education ServSafe instruction was provided to incarcerated men and women at the Wicomico County Detention Center (WCDC).
- Computer training was provided to inmates at Poplar Hill Pre Release facility.

For developmentally disabled populations:

- A transitional youth class (Life Centered Employment and Education) began in the fall of FY 2015. The class is designed for students aged 18 – 21 with cognitive disabilities to assist with the transition from school to work and prepare them for career readiness and independent living.
- A sixty-hour certificate for transitional youth entitled *Culinary Arts Vocational Life Skills* was offered consisting of the following courses: Basic Culinary Art Skills, Essential Culinary Art, and ServSafe Employee Food Safety and Sanitation.
- A sixty-hour certificate for transitional youth entitled Computer Applications & Office Skills was offered consisting of the following courses: Outstanding Customer Service Introduction to Computer Applications and the Internet, and Basic Office Skills.

For economically disadvantaged/at-risk populations:

- Project Success Culinary Life Skills (January 2015 – March 2015) was provided to economically disadvantaged and at-risk high school youth.
- Wor-Wic Community manages the Wicomico County Adult Education Program. The program includes adult basic education, adult secondary education, an external diploma program, and a family literacy program
- Job readiness training was provided to recipients on public assistance.

For English as a Second Language (ESL) populations:

- ESL Manufacturing & Workplace Training was provided to a local manufacturer to orient non-English speaking employees to specialized manufacturing processes and to improve speaking and listening communication work-related skills. (April 2015 – July 2015).
- The continuing education workforce development (CEWD) division includes the following developmental education courses: Reading for ESL, Listening and Speaking for ESL, Grammar and Writing for ESL.
- The Wicomico County Adult Education Program includes ESL courses.

Additional CEWD offerings that encourage cultural diversity:

- Conversational Spanish I & II, French I, Community Spanish: Survival Guide for English Speakers, Crossover Spanish I and II (credit) classes were offered, and students in select non-credit courses had the option of enrolling in the crossover course, the three-credit foreign language equivalent.
- The following culinary courses were offered throughout FY 2015: A Taste of the Orient, A Taste of the Mediterranean, Old World Breads, Italian Cuisine, A Taste of Thai, and the Fabulous Flavors of Spain (summer, fall & winter FY 15).

Strategy C: Service learning opportunities will be expanded to include learning goals related to cultural diversity.

SOC 101 Introduction to Sociology – One section of the course requires students to volunteer in cross-cultural settings where formal application of multiculturalism is experienced in service learning settings. Students must adopt a multicultural/sociological perspective, record their

experiences in a journal, and conduct final presentations that include multicultural scenarios. During the last academic year, over 40 students were involved in service learning activities at unique sites in the area. During FY 2015, service learning was offered in five face-to-face classes. Seventy-six students served a total of 1,520 hours in local community service. SOC 101 service learning sites visited are below:

SOC 101 Service Learning Sites
American Red Cross, Salisbury, MD
Berlin Little League, Berlin, MD
Bridgeville, DE Library
Community of Joy Men's Homeless Shelter
Crisfield High School, Crisfield, MD
Crown Sports Center, Salisbury, MD
Delmar Pop Warner Cheerleading
Delmar Pop Warner Football
Diakonia Homeless Shelter, Ocean City, MD
Fenwick Island Baptist Church
Habitat for Humanity, Salisbury, MD
HALO: Hope and Life Outreach and Café
Hartley Hall Nursing and Retirement Center
Humane Society of Salisbury, MD
Nanticoke Memorial Hospital, Seaford, DE
Peninsula Regional Medical Center Junior Board, Salisbury, MD
Relay for Life, Wor-Wic Community College, Salisbury, MD
St. Paul's United Methodist Church Food Pantry, Salisbury, MD
Women Supporting Women, Salisbury, MD

References

Policies and Procedures Manual: Job Description, Full-time Credit Faculty

Wor-Wic Community College Catalog 2014-2015.

Wor-Wic Community College 2011 Internal Environmental Scan

FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES



ANNUAL PROGRESS REPORT INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland Baltimore (UMB)
University of Maryland Baltimore County (UMBC)
University of Maryland College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)

**Office of the Senior Vice Chancellor for Academic Affairs
University of Maryland System Office
May 12, 2015**

Background

Effective 1 July 2008, the Maryland General Assembly required institutions of postsecondary education to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) through their respective governing boards by September 1, each year. In December 2013, MHEC published a template for Cultural Diversity Reports for Maryland Public Postsecondary Education. This template replaced MHEC's Minority Achievement Report and fulfills the requirements for Education §11-406 (Plan for Cultural Diversity). MHEC has requested two-year and four-year public institutions to submit a narrative as outlined below.

Institutional submissions for the Cultural Diversity Report should provide the following:

1. A summary of their institutional plan to improve cultural diversity as required by Education §11-406; all major goals, areas of emphasis, and strategies for implementation; and an explanation of how the plan and progress are being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed. In addition, this plan should include a section for offering targeted services to specific institutionally identified communities showing defined measurable goals for improvement on pre-identified outcomes for these communities.
2. A description of efforts to increase the numerical representation of traditionally underrepresented groups among a) students, b) administrative staff, and c) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.
3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail a) faculty and staff cultural training programs, b) curricular initiatives that promote cultural diversity in the classroom, and c) co-curricular programming for students. Report campus hate-based crimes and bias-motivated incidents and the process for responding to hate crimes.
4. If needed, each institution should also describe other initiatives that are central to the institutional cultural diversity plan, but not captured in Sections 2 and 3. This would include institutionally identified specific communities in need of targeted services.

MHEC will include in its narrative for the 2015 Cultural Diversity Report for Maryland Public Postsecondary Education the unedited USM 2015 institutional Programs of Cultural Diversity Progress Reports. Unlike the 2014 Programs of Cultural Diversity Reports for Maryland Public Postsecondary Education, MHEC will not provide a data supplement on staff/faculty representation and student enrollment, retention, and graduation. This data supplement will only be included every three years, which aligns with the reporting schedule of the Minority Achievement Report that this Cultural Diversity Report has replaced. Additionally, MHEC will report information on Pell Grant students. However, since the inception of reporting requirements on Programs of Cultural Diversity, the Board of Regents of the USM has required demographic data in each USM institutional report.

The legislation defines cultural diversity as the inclusion of those racial and ethnic groups underrepresented in higher education. However, the USM has taken a more inclusive approach to cultural diversity based on advice from the Attorney General's Office as of May 15, 2008 that states: "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations." Without exception, institutional programs of cultural diversity link to institutional mission, vision, core values, strategic plans, and in many cases accreditation standards. Institutions across the USM view and apply cultural diversity in the broadest possible sense including cultural and identity groups, for example, ability and veteran status, in implementing and updating institutional plans. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. The implementation strategies, timelines, and resources for meeting the respective institutional goals vary as well; although, there are common themes, elements, and approaches across USM institutions.

2015 Progress Report

Each USM institution submitted its plan for a program of cultural diversity to the Board of Regents for its initial review and approval in March 2009 and an annual report each year thereafter. This 2015 progress report provides a brief summary of the sections outlined above and of the attached more detailed institutional progress reports. As requested by the Board of Regents, each institutional report provides demographic and participation data on students, faculty, and staff. However, for brevity, this report cites only selected institutional examples of activities solely to illustrate both the range and nature of institutional responses to implementing, improving, and sustaining programs of cultural diversity. While comparisons of institutional programs of cultural diversity are inevitable, it is more important to note the commonality and consistency of efforts to strengthen such programs across USM institutions. Exemplary, transformative initiatives exist in every USM institution.

Institutional plans reveal considerable variation in the history, complexity, scope, organization, resource commitment, and level of institutional engagement in programs of cultural diversity across the USM. The successful development, implementation, maintenance, and, as may be necessary from time to time, modification of programs of cultural diversity work not only to promote an appropriate campus environment and climate, but continue to bring institutional recognition. In 2014, *Diverse Issues in Higher Education* magazine ranked **Bowie State University, University of Baltimore, University of Maryland, Baltimore, University of Maryland, Baltimore County, University of Maryland, College Park, and University of Maryland University College** among the top 100 producers of master's, doctoral, and first professional degrees for African American, Hispanic, Asian, and Native Americans. **Bowie State University, Towson University, University of Maryland University College, and University of Maryland, College Park**, rank respectively among the top 100 producers of African American bachelor's degrees in all disciplines. The **University of Maryland, Baltimore County** is ranked 58th among the top 100 producers of bachelor's degrees awarded to Asian Americans. The **University of Maryland, College Park** ranks among the top 20 universities awarding bachelor's degrees to African Americans and Asian Americans in Biology and Biomedical Sciences; bachelor's and master's degrees to African Americans in Engineering; and

doctoral degrees to Asian Americans in Physical Sciences and Computer and Information Sciences.

Institutional Improvements of Programs of Cultural Diversity

Expanding cultural diversity beyond the narrow considerations of race and ethnicity has enabled institutions to strengthen and advance their programs of cultural diversity. Thus, the articulation of diversity, broadly considered, in the institutional mission and as a core value or theme in strategic plans is well established among all institutions. An important ongoing element in the improvement of existing programs of cultural diversity is the integration of initiatives within programs of cultural diversity to close the achievement gap and to increase underrepresented minority student participation particularly in STEM fields. Through on-going school- or college- and department-level strategic planning, periodic assessment and evaluation of efforts, as well as the creation of institution-wide teams, institutions have linked their programs of cultural diversity with their efforts to close the achievement gap and expand inclusiveness in STEM disciplines. Institutions that have explicitly linked diversity and achievement gap initiatives include, **Frostburg State University, Salisbury University, Towson University, University of Baltimore, University of Maryland, Baltimore County, University Maryland, College Park, University of Maryland Eastern Shore, and University of Maryland University College.** **Bowie State University** experienced a 3% growth in non-African American graduate students from foreign countries in STEM disciplines. Through such linkages, institutions have fostered levels of inclusiveness essential to serving all citizens of the state of Maryland and internationally.

Frostburg State University engages in continuous program improvement efforts through the evaluation of institutional strategies and initiatives. It commits significant resources to the recruitment, enrollment, and retention of students from underrepresented minority groups, such that the undergraduate minority student enrollment has increased by 63.2% between fall 2008 and fall 2014. Through its efforts to become a diverse and inclusive campus, **Salisbury University** increased its minority student enrollment by 125 students (6.2%) between fall 2013 and fall 2014. Minority students now make up 25% of the student body based on students who have identified the race/ethnicity category.

University of Maryland, College Park continues to evaluate its progress with respect to institutional cultural diversity using numerical data on representation, retention, graduation, and promotion/tenure rates as well as climate data. The University is considering an engagement/climate survey of all faculty and staff. As of fall 2013, 21% of undergraduates identified as Black/African American, Hispanic, American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander.

After restructuring and rebranding in the fall of 2013, the **University of Maryland University College** Diversity and Equity Office, in partnership with the Office of Human Resources, delivered Diversity Awareness training programs throughout the University. Together these offices track participation to ensure that staff and faculty are continuously being educated on diversity and inclusion. The Diversity and Equity Office includes the Fair Practices and

Compliance Team, the Accessibility Services Office (Formerly Disability Services), the Director of Multicultural Training and Programming, and the ADA Compliance Office.

Efforts to Increase Numerical Representation of Underrepresented Groups among Students, Faculty, and Staff

With renewed funding from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS), the **University of Maryland, Baltimore County's** Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program provided financial support, academic advising, and professional development to 37 undergraduate junior and senior underrepresented minorities (URM). 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.

The **University of Maryland Eastern Shore's** Admissions team partners with Academic Affairs to build productive partnerships with key high schools that have high concentrations of non-African-American students in Prince George's and Montgomery counties. The University has also increased the number of articulation agreements and MOUs with community college partners. The **University of Maryland University College's** Offices of Human Resources and Diversity and Equity are partnered to examine UMUC recruiting and hiring practices. This partnership ensures that all job searches are inclusive and that there is no implicit or explicit discrimination against any individuals. All search committee members receive instruction on asking legal and avoiding illegal interview questions.

University of Maryland, College Park has several major initiatives to increase and retain students and faculty. For students, there is the College Success Scholars (CSS) program that provides structured personal, academic, and professional support for 161 African American and Hispanic/Latino males to ensure their full engagement in all aspects of university life, with an emphasis on retention and graduation. For faculty, the NSF-funded ADVANCE Program for Inclusive Excellence, in the final year of funding, has a number of initiatives aimed at enhancing the retention, tenure, and promotion of women faculty, including initiatives that specifically target women faculty of color. It has implemented peer networks among faculty, led by expert facilitators, to decrease isolation and provide strategic career information.

Frostburg State University's Office of Human Resources implemented a new online onboarding program using PeopleAdmin software designed to provide services that promote an environment where employees are treated fairly and equitably, diversity is respected, employee contributions are recognized and valued, and development opportunities are encouraged. The training also assists in fostering an inclusive workplace environment. The Alumni Office at **Salisbury University** monitors and tracks faculty and staff diversity through its Recruitment Plan that addresses diversity in the makeup and selection of search committees and careful tracking of job posting venues. **Towson University** facilitates equal access to educational opportunities for students with disabilities promoting inclusive learning environments accessible to all. Student registration with Disability Support Services (DSS) increased 4.8% over the previous year.

Efforts to Create Positive Interactions and Awareness among Students, Faculty and Staff

Each institution offers various initiatives to address and advance cultural diversity sensitivity and awareness among its students, faculty, and staff. Every institution with some variation addresses programs of cultural diversity through initiatives and or organizational structures that include, but are not limited to, diversity officers, diversity councils, specific courses, degree programs, special cultural programs, marketing, recruitment, bridge programs, retention, special cultural events, as well as faculty/staff development and training. Full details of these efforts are in the attached institutional reports.

Enhancing Cultural Diversity through Instruction and Training of the Student Body, Faculty, and Staff

Enhancing cultural diversity programs and sensitivity through instruction and training is an ongoing and ever-changing process involving a series of activities carried out in a myriad of ways within and across USM institutions. As indicated above, there are courses and degree programs that focus on and promote cultural sensitivity among students. Clearly, these courses and programs could not have developed without an evolving cadre of culturally-sensitive faculty and staff. There is an assortment of cultural sensitivity instruction and training components in the professional development activities for faculty and staff across institutions that address, for example, recruitment, selection, and hiring of a diverse faculty and staff, as well as students, domestic and international. The **Coppin State University** Office of Human Resources offers a variety of “Sensitivity Training” workshops that support cultural diversity for all members of the campus community at least two times per year.

Salisbury University’s Office of Institutional Equity sponsored six workshops designed to help people reduce the often unwelcoming and even hostile environments in which Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex (LGBTQI) people navigate their daily lives. **Frostburg State University’s** Center for International Education (CIE) actively recruits international students to promote the understanding of international cultures at Frostburg. The **University of Baltimore** Office of the Provost and the Office of Academic Innovation initiated The Brotherhood, Mentorship, Achievement, Leadership, and Enterprise Program (B.M.A.L.E. Program) to close the retention gaps for undergraduate Black men through the implementation of a multi-layered intervention strategy. At **University of Maryland, Baltimore** in 2014, students applied to join the 2014 Cultural Competence Institute (CCI) cohort through the Interprofessional Student Learning and Service Initiatives division of Campus Life Services.

Enhancing Cultural Diversity through Diversity Officers, Diversity Councils and/or Administrative Structures

Seven USM institutions as listed below have established organizational units for the leadership, accountability, and maintenance of their programs of cultural diversity by creating high-level diversity councils, offices, and/or appointing a chief diversity officer who reports to the president. Others use existing administrative structures or centers to provide leadership.

Diversity Officers, Offices, Councils, and or Committees:

Frostburg State University:

- *President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)*

Salisbury University:

- *Office of Institutional Equity (OIE) (Fair Practices, Diversity, & Inclusion),*
- *Cultural Diversity and Inclusion Consortium Committee*

Towson University:

- *TU Assistant to the President for Diversity,*
- *Office of Diversity and Equal Opportunity,*
- *Diversity Coordinating Council (PDCC),*
- *Diversity Action Committee (DAC),*
- *Intercollegiate Athletics Committee (IAC) on Gender Equity and Diversity*

University of Maryland, Baltimore:

- *President's Diversity Advisory Council*
- *School of Law, Professionalism & Diversity Committee*
 - *Diversity Professionals and Law School Admissions Council Diversity Committee*
- *School of Social Work, Diversity and Anti-Oppression Committee (New in 2014)*

University of Maryland, Baltimore County:

- *President's Commission for Women,*
- *Diversity Council, Program Coordinator for Faculty Diversity,*
- *Human Relations Committee*

University of Maryland, College Park:

- *Chief Diversity Officer,*
- *Office of Diversity and Inclusion,*
- *Office of Multi-Ethnic Student Education,*
- *Office of Diversity Education and Compliance,*

University of Maryland University College:

- *Diversity and Equity Office*

Administrative Diversity Structures and Centers:

The **Frostburg State University** Center for Student Diversity is comprised of several units and offers programs and services for (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources, (e) Campus Ministries, and (f) Student Success Programs (SAGE & CEEP). The **University of Baltimore's** Diversity Culture Center launched the International Friendship Program to ease transition into American culture and the university

setting for new international students. **The University of Maryland, College Park's** Center for Minorities in Science and Engineering offers a range of programs and activities to recruit, retain, and graduate African American, Hispanic, and Native American students. The Teaching and Learning Transformation Center joined with Graduate Student Government to initiate the Inclusion and Diversity Workshop series targeted at Faculty. The Lesbian, Gay, Bisexual, Transgender (LGBT) Equity Center works for a vision of UMCP as a fully equitable community that empowers innovators and agents of social justice for lesbian, gay, bisexual, transgender, and queer people. The Nyumburu Cultural Center offers academic, social, and cultural programs for Black/African American African and Caribbean students of the African diaspora that foster inclusiveness for the entire campus community of students. The **University of Maryland, Baltimore County's** Center for Women in Technology (CWIT) identifies those areas in engineering and technology where underrepresented women are and offers support for them and initiatives to improve the climate for women in the College of Engineering and Information Technology.

Enhancing Cultural Diversity through Academic Degree Programs

All institutions offer a variety of required and/or elective courses across multiple disciplines in general education, majors, and degree programs that promote and support cultural diversity, including study abroad. Likewise, there are many examples of degree programs that promote and advance cultural understanding and competence. **Towson University** offers a wide range of diversity related courses among its Core Curriculum Requirements and in eleven different B.A./B.S./Post-baccalaureate Certificate and M.A. degree programs. **Bowie State University** promotes and advances cultural awareness through its academic programs and specific courses in Psychology, Social Work, Nursing, and Education. The **University of Maryland, Baltimore** Schools of Dentistry, Law, Medicine, Pharmacy, Nursing, and Social Work all have programs and selected courses for ensuring that students develop cultural competence, as is required by the specialized accreditation of these degree programs. The **University of Maryland University College** offers an 18 credit hour certificate in diversity awareness in addition to three diversity-related courses in the Undergraduate School curriculum.

Enhancing Cultural Diversity through Special Programs, Initiatives, Experiences, and Opportunities

All USM institutions provide for cultural diversity through tailored special programs, initiatives, exposures, and opportunities for students, faculty, and staff. **Towson University's** Office of Diversity and Equal Opportunity (ODEO) offers the *Speak Up!* Program that supports members of the campus community to actively participate in fostering a welcoming and inclusive campus environment. It provides participants with information related to the impact of bigotry, the barriers to addressing bigotry, as well as the tools necessary to challenge everyday bigotry. In calendar year 2014, approximately 272 student leaders, students, faculty, and staff members participated in workshops, 94% of the participants reported they gained specific skills or information necessary to be able to Speak Up! in response to encounters of everyday bigotry. Approximately 98% of participants reported that they would recommend participation in a *Speak Up!* workshop to classmates or colleagues. The **University of Maryland Eastern Shore's** plan for student access and opportunity emphasizes the matriculation of non-African-American students and includes retention and graduation goals for these students. **Salisbury University**

students, faculty, and staff routinely work with people from diverse cultures in the local community as part of their educational mission to demonstrate one of Salisbury's core values, that being engaged citizens means making a connection between what students learn and how they live. With that value in mind, Salisbury engages with the local Eastern Shore community in numerous activities that help develop a spirit of appreciation for diverse cultures. The **University of Maryland, Baltimore County** is piloting a Postdoctoral Fellows Program for Faculty Diversity.

2014 Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents

The table below summarizes the status of institutional Campus-Based Hate Crime and Bias-Motivated Incidents reported for the years from 2013 to 2015 as indicated. **Coppin State University, University of Baltimore, the University of Maryland, Baltimore County** in advertently omitted the status of these incidents and provided it separately. The detailed institutional status as submitted under the Clery Act is appended as an addendum to this report.

Institution	Incident	Location	Status/Disposition
Bowie State University	None	Not applicable	BSU did not have any hate crimes reported in the recent 2013-2014 Clery Act Report.
Coppin State University	None	Not applicable	CSU did not have any hate crimes reported in the recent 2013-2014 Clery Act Report.
Frostburg State University	1. Racial Defacement /Damage to Property 2. Hate Crime	1. Ort Library 2. Stadium Drive	FSU student reported that someone had written a racial slur on wall of 5 th floor study room of Library. FSU student reported that he was walking on Stadium Drive when occupants of a passing vehicle began to yell racial slurs at him. February 2014- February 2015
Salisbury University	None	Not applicable	SU did not have any hate crime reported in the recent 2014 Clery Act Report.
Towson University	Hate Crime: Racial Slur	Not provided	TU African American male staff member reported White female student used a racial slur in 2014.
University of Baltimore	None	Not applicable	Neither UBPD nor the Office of Community Life reported any such incidents in 2014.
University of Maryland Baltimore	None	Not applicable	UMB Police and Public Safety report no incidents in 2014.
University of Maryland Baltimore County	Racial and Sexual Graffiti	Susquehanna South Residence Hall	Residential Assistant reported to UMBC Police who investigated. Investigation suspended due to lack of leads from April, 2014 to April 2015.
University of Maryland College Park	4 Racial Bias incidents 3 Sexual orientation 2 Religion	Campus locations not specified in report.	UMCP reported two incidents that involved two areas of bias. Three incidents involved vandalism, three written intimidations, and one assault in 2014.
University of Maryland Eastern Shore	None	Not applicable	UMES reported no incidents in 2014-2015.
University of Maryland University College	None	Not applicable	UMUC reported no incidents in 2014.

Conclusion

The continuing institutional assessment of the important connection between cultural diversity and closing the achievement gap, complemented by initiatives to address broader minority representation in STEM fields, as well as some success with increased diversity among students faculty and staff is a significant result of diversity programmatic activities. While still evolving, these connections reveal a heightened commitment to the effective deployment of limited resources to achieve institutional cultural diversity goals and meet access, retention, and graduation goals generally and in specialized disciplines, as well as employment and retention. Another important aspect of institutional efforts to ensuring broader cultural diversity is the intra-institutional collaboration and cooperation as reflected in program improvements.

Enclosures: Eleven 2014 Institutional Reports on Programs of Cultural Diversity

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Introduction

This report was prepared in accordance with the Cultural Diversity Report guidelines prepared by the Maryland Higher Education Commission (MHEC). The report meets the requirements for Education §11-406 (Plan for Cultural Diversity) and contains four sections: a summary of Bowie State University's Cultural Diversity Plan; efforts to increase the numbers of traditionally underrepresented student, faculty and staff populations; a description of initiatives designed to create positive interactions and cultural awareness across the campus; and student, faculty and staff race/ethnicity data.

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Bowie State University's Approach to Cultural Diversity

The University's Strategic Plan and the annual planning process provide the framework for promoting cultural diversity across the campus. Strategic Plan, Goal 2 focuses on student recruitment, access and retention. In addition, the Strategic Plan articulates the core values of the University: Excellence, Civility, Integrity, Diversity, and Accountability. Our core value of Diversity is defined as *"an awareness of and sensitivity to differences, including race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability."* As an HBI, the Bowie State community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

The University's Cabinet is responsible for establishing annual objectives that align with the Strategic Plan and the President's annual goals. Once Cabinet objectives are set, Cabinet members work with divisional departments to develop annual action plans. Cabinet members monitor departmental action plans at least twice each fiscal year. The Cabinet also provides the President a mid-year and final report on divisional objectives.

The University takes a decentralized approach to support cultural diversity. Annual objectives relating to cultural diversity flow through the Provost and Vice President for Academic Affairs, the Executive Vice President and General Counsel, the Vice President of Administration and Finance and the Vice President for Student Affairs. Cultural diversity goals include: infusing international and diversity awareness in the curriculum (Academic Affairs); expanding co-curricular programs that promote diversity awareness (Student Affairs); recruiting, retaining and graduating a diverse student body (Academic Affairs); and recruiting, hiring and retaining diverse faculty, staff and administrators (Administration and Finance and Executive Vice President and General Counsel).

The University's Institutional Effectiveness indicators inform the leadership and the campus community of numeric progress towards meeting our strategic plan goals and the University's success in adhering to its Core Values. Indicators for Strategic Goal 2 – *Develop and implement programs and services that promote access, affordability and completion for a diverse student body with an emphasis on underserved populations* include improvement in student population ethnic and racial diversity, second year retention rates and six-year graduation

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rates by sub-populations. The Core Value of Diversity is measured through faculty and staff surveys and the Noel Levitz Student Satisfaction Inventory survey. Each survey is administered every three years. Baseline data indicate that faculty, staff and students agree that the University values diversity.

Underrepresented populations

Students

The 2010-2015 Enrollment Management Plan sets goals and objectives related to student recruitment and marketing strategies. The specific marketing and recruitment goal related to diversity is to increase new student ethnic and geographic diversity each year beginning 2011 through 2015 as measured by a 1.0 % increase annually. Between fall 2013 and fall 2014, the percentage of non-African-American students increased from 15 percent to 17 percent. The non-African-American undergraduate student population grew from 11 to 13 percent. The non-African-American graduate student population grew from 27 percent to 30 percent due to an increase in students from foreign countries, most notably Saudi Arabia, India, Nigeria, Cameroon, Pakistan and Turkey, often in the STEM disciplines. Evidence of BSU's commitment to cultural diversity is seen in all of the critical recruiting documents emanating from the University. Current faculty, students and alumni from diverse backgrounds are highlighted in marketing collateral.

The Department of Nursing, through the continuing MHEC Nursing Accelerated BSN grant, focuses on recruiting second degree and transfer students from culturally diverse backgrounds. The Who Will Care grant, funded by the Maryland Hospital Association, also focused on recruitment and retention of minority nursing students. The Minority Nurse Pipeline Grant promotes interest in nursing to Prince George's County Public Schools (PGCPS) minority students.

The College of Education is aggressively meeting the challenge of producing more teachers and education leaders who are equipped to serve increasingly diverse populations throughout the state. The U.S. Department of Education funded the multi-year Culturally Responsive Leaders in Special Education (CRELSE) project in FY 2014. The CRELSE will prepare 15 leaders with a doctor of education (Ed.D) in education leadership with specific emphasis on special education leadership. Scholars will receive training in order to secure professional employment as university faculty and non-faculty positions. Employment as non-faculty member may include positions such as district-level administrator, school superintendent, and special education curriculum leader. CRELSE scholars will be prepared to respond to the needs of culturally and linguistically diverse (CLD) students in general and special education, students in all disability categories, and in racially/ethnically diverse geographic locations.

The Division of Academic Affairs completed the ground work for Bowie's participation in the HBCUs-China Network during FY 2014. The goal of the program is to promote international awareness to current students. Through the Network, Bowie students interested in exploring international opportunities for academic research and professional study can apply for the China Study Abroad Scholarship. The Chinese Ministry of Education awards scholarships to assist students attending HBCUs with the cost of student in China for periods of three weeks to one year. The HBCUs-China Network responds to the regional and economic development needs of the United States and China and promotes the cultural and educational exchange of students from HBCUs and Chinese universities.

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Administrative Staff

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The objective of the Bowie State University Office of Human Resources (OHR) is to attract a qualified pool of diverse candidates to staff positions at the University. Over the past year, the OHR has aggressively placed job postings with Maryland Workforce Exchange, Department of Rehabilitative Services (DORS), and Maryland Department of Veteran Affairs. Additional advertisement was placed through various media outlets such as HigherEDjobs.com, The Chronicle of Higher Education, The Washington Post, The Nursing Spectrum, The Association of Fundraising Professionals (AFP), The National Collegiate Athletic Association (NCAA), The Baltimore Sun, Inside Higher Ed, National Association of Student Financial Aid Administrators, and Eastern Association of Student Financial Aid Administrators. In fall 2014, 19 percent of full-time staff were non-African-American. This percentage has been fairly consistent since 2008. During FY 2014, the University hired 85 contractual and regular employees. This included 14 (17%) employees of diverse background.

Effective July 1, 2009, the State of Maryland offered benefits to same sex domestic partners and their children. OHR informed the campus community about this change in law by producing a handout, a list of "Frequently Asked Questions," and other written materials about the benefits now offered to eligible members of the campus community.

The University continues its focused efforts to hire and retain veterans and individuals with disabilities by posting job vacancy announcements on the following websites: Maryland Workforce Exchange and the Maryland Department of Rehabilitation Services. The University has made contact with other State agencies to begin recruitment efforts of individuals with disabilities and veterans.

The Office of Human Resources targeted diversity training for the Office of Residential Life in FY 2014. The workshop provided a review of definitions, discussion of terms and history of diversity, description and discussion of stereotypes and biases, and a discussion of strategies for removing barriers to enhance diversity in the workplace.

The Office of Equal Employment Opportunity Programs (OEEOP) is charged with ensuring compliance with the University's Affirmative Action Plan; Title IX of the Education Amendments of 1972, including implementation of sexual misconduct policy and procedures for employees and students; EEO complaint processing and training for employees and students; as well as ADA accommodation requests and accessibility initiatives. These areas of compliance support and promote the University's efforts to recruit and retain a diverse employee and student population across protected and historically underrepresented populations.

In the area of Title IX compliance, the university established a new policy on Sexual Misconduct which reaffirms the university's commitment to maintaining an academic and work environment free from discrimination on the basis of sex. The new policy on Sexual Misconduct consolidates and clarifies previous misconduct policies and sets forth procedures for the prompt and fair investigation of complaints. The University's EEO Officer serves as Title IX Coordinator and received extensive training in Title IX. In addition, members of the Student Conduct Board received specific training in conducting hearings in sexual assault cases.

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In the area of ADA compliance, the OEEOP submitted a grant application through the Maryland Department of Disabilities' Access Maryland Program to renovate areas of the Thurgood Marshall Library to make the facility more accessible for students, faculty and staff.

The OEEOP continues work to ensure the collection of appropriate demographic (voluntary) tracking for applicants and employees to assist in the careful systematic review of personnel processes and demographic information. This assists in the development of enhanced programs, services and personnel practices to increase awareness, recruitment and retention of highly-qualified individuals from historically underrepresented populations. OEEOP provided a revised EEO/AA equal opportunity statement for inclusion in student brochure materials and employment applications.

To ensure affirmative action and equal opportunity compliance, the OEEOP continued interview training for staff and faculty search committees regarding the purpose and process for structured interviewing. The OEEOP increased comprehensive EEO Compliance Course training for supervisors and other employees, addressing harassment, discrimination and retaliation as well as attention on the employee disability accommodation process and hiring.

Faculty

The full-time faculty distinguishes itself through excellence in teaching, scholarship/research, and service. The recruitment of faculty is typically a departmental responsibility. In addition to posting faculty positions on the BSU website, departments usually advertise in HigherEdJobs.com, Maryland Workforce Exchange, Department of Rehabilitative Services, Maryland Department of Veteran Affairs, the Chronicle of Higher Education and discipline specific sites. The Office of Equity and Compliance and the Office of Human Resources worked collaboratively to provide an EEO briefing to the Faculty Search Committees. The percentage of African-American full-time faculty has remained steady between 2013 and 2014 at 72 percent.

The University also sponsors faculty and staff members for H-1B Visas and Permanent Residency (Green Cards). During FY 2014, the University sponsored or was in the process of sponsoring 4 staff members from various countries.

Creating Positive Interactions and Cultural Awareness

The University goals of infusing international and diversity awareness in the curriculum and expanding co-curricular programs that promote diversity awareness are the two primary approaches that BSU employs to create a welcoming campus climate.

Bowie State University offers many courses and academic programs that support cultural diversity. The following are a sample of ongoing programs with significant content related to cultural diversity. Course and program student learning outcomes are assessed on a schedule developed by the department. Student learning assessment findings are reported annually at the programmatic level.

- The Psychology department prepares students for leadership in a global community through the development of their knowledge and skills in the history and theories of psychology, human development, and understanding of individual differences. Research and field experiences prepare students for graduate education and professions in psychology. In **PSYC 311 – Cross-Cultural Psychology**, a required course

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for psychology majors, students examine the historical, theoretical and methodological perspectives from which the study of culture and cultural differences emerge. It explores the impact of culture on the psychological development of humans. Specific topics include how culture influences cognition, personality, social development, and psychopathology. Guest lecturers from various ethnic groups are invited to participate. In past semesters the focus was on Native Americans. (Number of undergraduate Psychology majors fall 2013 – 303)

- The core courses in the Social Work program require students to participate in group projects and present research findings on issues related to diversity. The following are just a few examples of exploring cultural diversity in the Social Work program. In **SOWK 300 – Stages of Development**, students investigate culturally diverse agencies in the community. In **SOWK 303 – Poverty: Myths and Realities**, students, attend homeless shelters to service people of all cultures. In **SOWK 306 – Social Work with Black Families**, students tour the Great Blacks in Wax Museum in Baltimore, Maryland. They discuss diversity within the student population and its impact on relationships among students from different cultural and racial backgrounds. In **SOWK 307 – Social Work in the Health Field**, all students are required to write a paper examining cultural diversity with an emphasis on health disparities. Students review and discuss the National Association for Social Work Standard for Cultural Competence. In **SOWK 308 – Realities of Aging**, students are required to interview people of different races and cultures about issues pertaining to their race. Guest speakers are invited to speak to students from different races and cultures. (Number of undergraduate Social Work majors fall 2013 – 200)
- The nursing curricula at the undergraduate and graduate level were developed and implemented based on the belief that cultural competent care is essential to providing excellent nursing care. The nursing curricula prepare professional nurses who demonstrate excellence in understanding and valuing diversity. The Department of Nursing is committed to increasing the number of underrepresented minorities in the nursing profession. This is accomplished through departmental and campus initiatives. **The IDIS 460 - Transcultural Health and Wellness** course focuses on culturally competent care throughout the. Students are evaluated in each course on their ability to provide satisfactory cultural care to clients. Culturally competent care is reviewed for both acute and community care. (Number of undergraduate Nursing majors (pre- and admitted) fall 2013 – 647. Graduate Nursing majors fall 2013 - 132))
- Programs in the College of Education have developed diversity plans related to NCATE standards. The Department of Teaching, Learning and Professional Development Diversity Plan includes a required course for undergraduate Elementary Education majors **EDUC 311 - Managing the Diverse Classroom**. Diversity is embedded in other coursework, in the placement of teacher interns in diverse classroom experiences in the Professional Development Schools (PDSs), and in provision of support for professional development of faculty to attend conferences to learn of other efforts to facilitate student success. (Number of undergraduate Elementary Education majors fall 2013 – 110)
- The College of Education was awarded grant support for the Early Childhood Engagement Center (ECEC) in FY 2014. The Center provides support for new special education teachers to enable them to serve culturally and linguistically diverse young students with disabilities. The goal is to improve the education of young children with disabilities by providing coursework leading to dual certification in early childhood education and special education with infused Teaching English to Speakers of Other Languages (TESOL) competencies. Project ECEC will prepare and graduate two cohorts of 20 diverse teachers (40 total) by

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providing a Bachelor's degree in early childhood special education (ECSE). This degree will include a 75-credit program of study focused on getting Head Start teachers who already hold Associate's degrees to become fully qualified to teach with full certification in early childhood and in special education. The project will modify the existing program in order to infuse TESOL competencies to address the growing number of English Language Learners in early intervention settings. In addition to credit hours, students will have the opportunity to participate in professional development seminars, field-based experiences within the greater DC-Baltimore urban area including public school and Head Start classrooms, a mentoring program, an action research project, and a research conference. Participants in ECEC will be able to earn dual certification in early childhood education and special education with training in working with English language learners and their families.

In addition to curricular content, a number of departments support student associations associated with creating a deeper understanding of cultural diversity.

- The Department of Counseling is committed to providing education, training, and leadership to its students to assist them in developing into the most highly skilled, knowledgeable, and competent professionals and practitioners through the integration of theory and practice. Moreover, the thrust of the department is to prepare its students to become competent and skilled in counseling, consultation, and evaluation; to understand persons across all cultures within the profession; and to become competent professionals in meeting the needs of a multicultural and diverse population in the 21st century. The Counseling Department's academic programs integrate the theoretical with the practical by combining academic preparation in the area of behavioral sciences as well as related areas of counseling, psychology, and research with practical experiences relevant to a diverse and multicultural population. The Department added a student organization called the **African Psychology Student Association** to help students understand the impact African heritage has on psychological and emotional issues for African American youth and adults. This is accomplished through workshops, seminars and guest speakers provided throughout the year and by having students attend conferences such as Association of Black Psychologists National Conference.
- **Spanish Social Work Club, El Club de la Familia Espanola** – This student association was officially recognized by the University in 2009. Its purpose is to provide a vehicle for social work majors, and other interested students, to create a milieu in which students are able to practice speaking the Spanish language and to be exposed to various aspects of Hispanic cultures through opportunities to serve local Hispanic communities. The Club has sponsored a number of cultural diversity programs, including “Bridging the Gap between Afro-Latinos and African Americans: The African Presence in Latin America,” Spanish poetry readings by Bowie students, and community focused projects.

A number of BSU faculty focus their scholarly activities on cultural diversity issues and awareness. Faculty from Counseling, Education, Nursing, Psychology and Social Work departments have presented scholarly work related to cultural diversity at national and international conferences. Faculty in these departments have submitted numerous peer-reviewed journal articles on issues related to cultural diversity.

Faculty are also engaged in community service supporting cultural diversity. Faculty have served on the Maryland Alliance to Diversify Health Professions, National Strategy to Increase African-American Nurses, Latino Student Nurse Initiative, at the Catholic University of America.

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Finally, faculty provide cultural diversity training in the greater Bowie community. Faculty in the Department of Social Work conduct continuing education workshops on cultural diversity at Contemporary Services of Prince George's County as well as the Ivy Community Charities of Prince Georges County, Inc. The Department of Behavioral and Human Services has conducted workshops on ethnographic research methods, which capture cultural diversity where other methods may not.

A number of units on campus offer programming to increase cultural awareness. In an effort to continue system-wide support for women and other diverse populations, the **Office of Human Resources** hosted the USM Women's Conference, *Bridging the Gap* at Bowie State University where 230 women were in attendance. The conference included concurrent sessions and President, Dr. Julianne Malvaux as the keynote speaker as well as opportunities for mentoring and networking,

The **Center for Global Engagement (CGE)**, the **Office of International Programs** and the **International Student Office** all support international awareness. The CGE and Office of International Programs organize programs and activities designed to promote awareness of international issues. In FY 2014, the CGE hosted a lecture on comparisons between Dr. Martin Luther King, Jr. and President Nelson R. Mandela as well as "Toward the Communal State in Venezuela: A Look Inside the Bolivarian Revolution." In addition, the CGE continues to host an international week event each year and support faculty development abroad.

The University continued activities focused on making the transition easier for international students. The Student Affairs division, International Student Office serves as the one-stop-shop for these students and to bring international student concerns to the University's attention. These offices played an important role in welcoming a large number of foreign students entering in fall 2013 and fall 2014.

To support sensitivity to Lesbian, Gay, Bisexual & Transgender issues, BSU established the **Gender and Sexual Diversities Resource Center** in 2012. The Center was the first of its kind at a Historically Black Institution. Its mission is to foster an environment that is open, safe and inclusive for people of all sexualities and gender identities. The Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness. The Resource Center collaborates with the Gay-Straight Alliance at BSU and other organizations on campus to develop programs, workshops, and activities to raise campus awareness about LGBT concerns. The Resource Center maintains a collection of LGBTQIA resource materials (books and pamphlets) for use by the University community. The Center provides resources for anyone who is interested in learning about LGBTQIA issues and concerns.

The Thurgood Marshall Library's **Curriculum Laboratory** supports College of Education academic programs. During the FY 2014 added materials to the collection that reflect cultural and ethnic diversity targeted for instruction, education and research of children in grades P-12. The children's magazine, *Faces* was added to the children's periodicals collection. *Faces* is a monthly children's magazine that provides stories of what life is like in other countries for children around the world. Bilingual books, some with an audio CD accompaniment, for languages taught Prince Georges County schools include: Russian, Arabic, French, Chinese and Japanese. These items were collected to support instruction for world languages.

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Annually, the Curriculum Laboratory collects award winning and notable books in ethnic diversity, such as the winners and honor books of American Library Association, Belpre and Coretta Scott King Awards. The Belpre Award is given to writers and illustrators that best portray Latino/a culture. The Coretta Scott King Award is given to authors and illustrators that best demonstrate an appreciation of African American culture. Lastly, non print instructional materials such as puppets were purchased to be used for active play instruction for children. The puppets purchased for the collection include African-American, Asian, Caucasian and Hispanic which reflect world-wide racial and ethnic diversity.

A number of programs in the Student Affairs Division are offered annually to promote cultural diversity. Since 2008, Bowie State University's Department of Psychology and Disabled Student Services office have co-sponsored **Disability Awareness Day**. This program is designed to provide information to the campus community about physical and psychological disabilities, and also to make the community aware of the resources and support services available. This event is held during the spring semester.

The Counseling Services Center offers a student development workshop series. The series provides a forum for creative expression, artistic performance, and educational programs. The philosophy of the Center derives from the belief that every student has basic and unique needs which must be fulfilled in order to function successfully in a learning environment.

Recognized student organizations at Bowie State University reflect the diverse nature of our student body. These organizations include:

- *Cultural Organizations (4)*: African Student Association, United Caribbean Association, La Familia Espagnola, and Muslim Student Association
- *LGBTQ Organizations (1)* Eyes Wide Shut (Lesbian, Gay, Bisexual, Transgender, Queer Questioning Allied Support Organization)
- *Religious Organizations (6)*: Advent Fellowship, Alpha Nu Omega Sorority, Inc., Apostolic Fellowship, Bethel Campus Fellowship, Christ Side Ministries, and Lighthouse Campus Ministries
- *Women's Organizations (14)*: Alpha Kappa Alpha Sorority, Inc., Alpha Nu Omega Sorority, Inc., Chi Eta Phi Sorority (Nursing), Delta Sigma Theta Sorority, Inc., Golden Girls Cheerleading, Mom Phi Mom, National Council of Negro Women, Sigma Gamma Rho Sorority, Inc., Sisters of Nia, Society of Sophisticated Ladies, Swing Phi Swing Social Fellowship, Tau Beta Sigma National Band Sorority, Virtuous Women, and Zeta Phi Beta Sorority, Inc.
- *Men's Organizations (9)*: Alpha Phi Alpha Fraternity, Inc., Black Male Agenda, Groove Phi Groove Social Fellowship, Iota Phi Theta Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Kappa Kappa Psi National Band Fraternity, League of Extraordinary Gentlemen, Omega Psi Phi Fraternity, Inc., and Phi Beta Sigma Fraternity, Inc.

A number of student focused events are held on campus to promote cultural diversity including: Latin Afro Cuban Dominican Awareness/Dialogue, Around the World Culture, Diversity and Stereotypes, Gospel Extravaganza, Bible Studies, Caribbean Week, Pants Up Hats Off, End of Year Praise Party Sister Fellowship, Christian Variety

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Show, Greek House, Lollipop and Scripture, LGBTQIA Awareness Program, Wake Up Black People, 12 Hour Prayer Room, Documentary on Cultural Issues, Religious Groups Forum, Caribbean Food Fair, Salsa Dancing, Holiday Bazaar, Winter Concert, Morning Prayer, Week of Prayer, Thanksgiving Food Drive, Gospel Explosion, The Black Church, National Coming Out Day Event, Spanish Education Mini Game Night, Christmas Cards for St. Jude's Children, Greek Step Show, My Skin Is In-- Panel Discussion, Native American Heritage, Single Mom Empowerment Program, African Student Association – Let's Go Back to the Motherland, Men of Color Leadership Institute, and Bulldog Worship Service.

In conclusion, Bowie State University has committed institutional resources and employees to expand cultural diversity awareness. Students from diverse backgrounds attend BSU. The Affirmative Action Plan sets targets for employee diversity. The curricula in social services programs heighten student cultural awareness. Student Affairs staff offer new programming to meet changing campus community needs. These activities sustain Bowie as an institution that has a welcoming climate for diversity.

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Demographic Data:

Students

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4731	87%	1715	3016	4747	85%	1739	3308	4751	83%	1752	2999
American Indian or Alaska Native	17	0%	4	13	9	0%	5	4	7	0%	4	3	6	<1%	4	2
Asian	91	2%	26	65	93	2%	39	54	92	2%	40	52	81	1%	29	52
Hispanic/Latino	95	2%	34	61	135	2%	47	88	144	3%	46	98	147	3%	53	94
White	266	5%	80	186	198	4%	51	147	201	4%	50	151	201	4%	56	145
Native American or other Pacific Islander	0	0%	0	0	5	>1%	0	5	7	0%	0	7	9	<1%	0	9
Two or more races	0	0%	0	0	100	2%	22	78	141	3%	45	96	168	3%	48	120
Unknown/Foreign	179	3%	70	109	150	3%	61	89	222	4%	102	120	332	6%	168	164
Total	5483	5421		1940	3481		2067	3541	5561		2026	3535	5695		2110	3585

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2012-2013				2013-2014				2014-15			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	157	73%	70	87	164	72%	74	90	161	72%	74	87
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	10	5%	7	3	10	4%	7	3	13	6%	7	6
Hispanic/Latino	12	5%	9	3	9	4%	5	4	10	4%	6	4	10	4%	6	4
White	45	21%	29	15	34	16%	21	13	36	16^	22	14	35	16%	22	13
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	1	0%	0	1	0	0%	0	0
Two or more races	0	0%	0	0	1	<1%	0	1	1	0%	0	1	1	<1%	0	1
Unknown/Foreign	7	3%	1	6	5	2%	4	1	6	2%	4	2	5	2%	4	1
Total	219		112	106	216		107	109	228		113	115	225		113	112

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2012-2013				2013-2014				2014-15			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	300	82%	113	187	305	80%	186	186	294	79%	115	179
American Indian or Alaska Native	1	<1%	0	1	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	7	2%	3	4	8	2%	3	5	9	2%	3	6
Hispanic/Latino	7	2%	2	5	6	2%	4	2	5	1%	3	2	5	1%	3	2
White	28	8%	11	17	38	10%	12	26	38	10%	11	27	44	12%	17	27
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	1	<1%	0	1	1	<1%	0	1
Unknown/Foreign	23	7%	7	16	14	4%	7	7	23	6%	11	12	17	5%	9	8
Total	336		139	197	365		139	226	380		147	233	370		147	223

Source: EDS

COPPIN STATE UNIVERSITY



REPORT ON CULTURAL DIVERSITY INITIATIVES

April 2015

Office of the Provost and Vice President for Academic Affairs
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Summary of Cultural Diversity at Coppin

In July of 2008, the Maryland General Assembly passed Senate Bill 438 and House Bill 905 into law. The Bills required each higher education institution to submit a plan for its programs of cultural diversity on or before May 1, 2009. In response to State's request that Universities within the University System of Maryland (USM) develop plans on cultural diversity, Coppin State University designed a plan that outlines key initiatives and activities related to diversity. For the purposes of this report summary, cultural diversity refers to programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. As required by the USM and the Maryland Higher Education Commission (MHEC), Coppin State University regularly reports progress on the Plan and its related initiatives.

The University embraces cultural diversity on a broader scale than the definition by the State suggests; going beyond its mission as a Historically Black College and University (HBCU). The University hosts a set of strategies, activities and programs that include students, faculty, staff, and administrators of all racial and ethnic groups traditionally underrepresented in public higher education. Unique to its mission, Coppin has also had the opportunity to serve residents in its immediate community of Baltimore City, Baltimore County, and beyond by serving in the community through volunteerism and health-related workshops and clinics.

The University's Mission

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

Goals Related to the Mission

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences. These experiences are also expanded to a growing number of students in surrounding such areas as

Montgomery, Prince Georges, and Howard Counties, many of which are non-traditional and transfer students.

The institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and in support of its charter school affiliations. For example, the emphasis on teaching and learning is highlighted through its relationships with two charter schools in West Baltimore. Through the support of the College of Arts & Sciences and Education, the charter schools continuously perform within the top 10 % of its counterparts in Baltimore City Schools. In the past, Coppin Academy (the secondary high school) ranked 2nd within the State on end-of-grade assessments at every content level. These students are given the opportunity to matriculate into the University, increasing the diversity of the profile and educational opportunities.

The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for restructuring and administering a public elementary/middle school and high school in Baltimore City. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

To address the goals in the University System of Maryland's (USM) Strategic Plan, *Powering Maryland Forward*, the university has aligned its strategic plan to the systems five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for 2013 to 2020. The objectives and priorities are highlighted for this document.

Goal 1: Increase College Completion Rates.

This goal focuses on Recruitment, Retention and College Completion. The University will contribute to the goal of increasing college completion rates.

Goal 2: Ensure that Coppin's Graduates are Competitively Prepared for Entry into the Workforce and First-Time Graduate & Professional Schools.

Coppin will continue to prepare students for Maryland's workforce, particularly in such critical areas as nursing, education, and information technology. Deeply rooted in Coppin's history is a belief that education is the primary means by which individuals and communities advance economically, socially, morally and intellectually.

Goal 3: Transform Coppin's Instructional Modalities to Improve Teaching and Learning. Increase Coppin's Engagement in the Community.

Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning and will increase university engagement in the community through service learning.

Goal 4: Improve Stewardship and Effectiveness of Coppin's Resources.

Strategies have been developed for improving administrative operations that include creating a culture of accountability, leveraging existing resources to improve effectiveness, aligning the university's budget to the Strategic Plan, enhancing business and financial planning, aligning fundraising goals with the university's strategic priorities, engaging in environmental stewardship and restoring the Office of Sponsored Programs and Research to increase external funding.

Goal 5: Invest in and Support People, Programs, and Facilities.

This goal is critical to improving academic programs and facilities, hiring/retaining highly qualified faculty, staff and recruiting the best and brightest undergraduate, graduate and first-professional students. The university will continue to engage its faculty/staff/students in shared governance and services, strengthen its legacy of teacher preparation and empowering students to be transformational leaders, seek funds to build and maintain world-class facilities, and use marketing strategies to "brand" Coppin.

Representation of Faculty, Staff, and Students

Faculty Recruitment

Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research and service to the University. Overall, faculty members find the campus to be a welcoming environment. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the University. These publications include, but are not limited to the Washington Post, the Chronicle of Higher Education, Higher Ed Jobs.com, and a variety of discipline-specific online and print journals.

One challenge to date is the University's high faculty workload. The Division of Academic Affairs is working with the academic deans and the faculty senate to address this issue. In AY 2013-2014, the university reported an average of 7.8 course units taught by tenured and/or tenure-track (core) faculty. This is lower than previous year averages that have been reported as 8.0 units annually. The load is becoming more appropriately assigned as the institution continues to work to reduce and balance use of adjuncts and promote scholarly research and service among faculty. The recommendation from the USM Board of Regents is 7.5 course units for the core faculty. The change in faculty's average units taught aligns directly with efforts to recruit a diverse and qualified faculty.

The University maintains subscriptions to diverse publications in an effort to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline-specific.

Budget constraints have contributed to the University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty members across all of its

disciplines. Also, internally, the institution is reviewing all of its academic programs, including faculty and all other resources necessary for successful programming.

The following table shows overall, faculty recruitment has somewhat slowed. In AY 2014-15, the University had 274 members of personnel classified in a type of faculty position. This number is a drop from the previous academic year which was reported to be 291 members of personnel who were faculty positions (full-time faculty; part-time faculty members). Out of the 274 faculty members, 53% are female and 47% are male. While there has been a decrease in the number of overall faculty, the population remains largely African American (76%).

2008-2015 Demographic Profile of All Faculty Members

TABLE 1: Faculty Comparisons																
	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80	91	150	247	80%	98	149	227	78%	93	134	208	76	83	125
American Indian or Alaska Native	0	0	0	0	1	0%	0	1	1	0%	0	1	0	0	0	1
Asian	13	4	10	3	16	5%	11	5	16	6%	12	4	12	4	9	3
Hispanic/Latino	1	0	0	1	1	0%	0	1	0	0%	0	0	2	1	1	1
White	37	12	27	10	38	12%	26	12	41	14%	27	14	38	14	27	11
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0
Two or more races	0	0	0	0	4	1%	3	1	6	2%	4	2	5	2	3	2
Did not self-identify	9	3	4	5	3	1%	3	0	0	0%	0	0	8	3	6	2
Total	301	100	132	169	310	100%	141	169	291	100%	136	155	274	100	129	145

Staff Recruitment

The Office of Human Resources (HR) offers a variety of workshops that support cultural diversity. These workshops are offered on a regular basis and are available to all members of the campus community at least two times per year. Workshops include such topics on sensitivity training, managing diverse staff members, and customer service. These workshops are essential since the University has staff from all types of diverse backgrounds and remain central to the university's mission.

Human Resources also offers a wealth of free wellness programs to employees and the community, programs on stress relief, customer service, and other programs that would make

recruitment attractive for staff members. Additionally, HR offers an alternative work schedule to selected university employees. Contingent upon agreements with area supervisors, staff members are able to work a schedule that includes working from home and/or working four-day work weeks when possible.

The Information Technology Division continues to offer a series of professional development courses that assist staff on the use of new software such as SharePoint, Microsoft Lync, and Analytics. These workshops are free.

The following table provides a demographic profile of staff. The University experienced a decrease in the number of staff members between AY 2008-2009 and AY 2014-2015. Both populations of male and female staff members decreased from 427 to 404.

2008-2013 Demographic Profile of All Staff Members

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	M	F	#	%	M	F	#	%	M	F	#	%	M	F
African American/Black	410	92	148	262	396	87%	157	239	374	88	148	226	356	88	132	224
American Indian or Alaska Native	0	0	0	0	0	0%	0	1	0	0	0	0	0	0	0	0
Asian	13	3	9	4	13	3%	10	3	12	3	9	3	11	3	7	4
Hispanic/Latino	2	0	1	1	4	1%	2	2	0	0	0	0	4	1	2	2
White	20	4	12	8	34	7%	25	9	37	9	27	10	26	6	19	7
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	3	1%	0	3	3	1	2	1	4	1	2	2
Did not self-identify	2	0	0	2	4	1%	4	0	1	0	1	0	1	0	1	0
Total	447	100	170	277	455	100	198	257	427	100	187	240	404	100	165	239

Students

The University's curriculum provides students with broad exposure to ethnic and cultural diversity. Under the direction of the First-Year Experience (FYE) within the University College, General Education courses are broad. Offerings include courses in foreign languages, international studies, humanities, and race relations. Each academic department offers topics on diversity and race in specific disciplines and professions where diversity is the central theme. As a selected example, the Department of Social Sciences teaches a political science course that deals with special topics in race relations and frequently throughout the semester, invites

speakers to the campus to meet with students in round-table sessions. Many of these sessions are open to the entire campus community.

The First-Year Experience

The First-Year Experience (FYE) program is housed within the University College serves as the academic home for first-year and sophomore students. FYE is a place where these students receive specialized advisement, supplementary instruction, and guidance through the completion of the first 30 credits of their General Education plans of study. The FYE also provides strategic support services designed to assist students in their matriculation to upper division courses and acceptance into program majors.

New program enhancements include ensuring that students from the institution's SASA summer program are transitioned directly into the FYE upon summer completion. This has been beneficial in helping students as they matriculate into university life, making full use available academic and support services. Also, FYE has been instrumental in serving 3rd and 4th year students who may still need to take General Education courses.

Student Academic Success Academy (SASA)

The Summer Academic Success Academy (SASA) is an intensive, six-week comprehensive intervention services program that prepares incoming students for the rigors of post-secondary education, and of course matriculation into CSU. It is a campus-based, residential program that eases the transitioning of students from high school to college by helping them develop confidence in their ability to learn and early opportunities to earn college credit prior to the start of their anticipated fall semester. Students enrolled in this program are taught college-level survival skills, both academic and social. SASA students are exposed to concepts in financial literacy, career planning, personal growth, and to campus resources and support services.

The initial pilot stage of this program began in fall 2010. Full implementation occurred in the fall 2011 semester and has since then, yielded positive results that continue into today's current practices of the program's execution.

SASA 2014 completed its summer with 102 participants although the program began with 106 of which 63% were first-generation college students. Students in the program completed the program with a mean GPA of 3.22. Course pass rates are as follows: English 101 = 98%, MISY 150 = 100%, and ORIE 101 = 91.2%. Of the 102 program completers, 99 of them enrolled for the fall 2014 semester.

The university remains pleased with the outcomes of the SASA program. The funds provided have helped to administer a program that will continue to be a part of the fabric of the institution. CSU will continue to evaluate the overall effectiveness of the SASA program and look for ways to expand and serve additional students.

Freshman Male Initiative

This initiative is funded through a separate grant through the Maryland Higher Education Commission. In the summer of 2009, the Freshman Male Initiative program (FMI) was started in an effort to improve the persistence and graduation rates of male students. Since the inception of the program, FMI students have continued to be retained at higher rates than the general population of first-time full-time male and female students. In fact, our data reveals that the achievement gap between retention and graduation rates narrowed to less than 1%, closing part of the achievement gap for males when compared to female students (USM Minority Achievement Report, 2014).

Success of the program may be attributed to its features such as workshops for students with trained mentors, leadership opportunities, and workshops that focus on skills that are essential for college completion. These skills include time and stress management, study skills, leadership development, task prioritizing, financial literacy, and effective methods for balancing academic and social lives. The program is currently focused on junior or senior peer mentors with a minimum GPA of 3.0 mentoring two freshmen students. Mentors serve as the first point of contact for mentees to ask questions regarding University life.

In the first year of the program's existence (2009), FMI students had a retention rate of 76 percent. In the summer of 2013, the program served 45 male students, boasted a retention rate of 82%, and participants have an average grade point average of 2.7. These students are on schedule with the appropriate mix of courses and support services that would facilitate graduation within four years.

Data indicate that FMI has had a positive impact on first-year GPA and second-year retention. The University is currently reviewing plans to maintain support to expand the number of freshman male students served through the program.

Study Abroad and International Programs

The University has an Advisory Council for the Office of International Programs that manages affairs related to global academic programming and relationships with international partners such as Chonnam National University. The Advisory Council also facilitates study abroad experiences for students, hosts several international education forums for students, and develops policies and guidelines. Study Abroad opportunities have been expanded to Senegal, Ghana, and other geographic locations.

International Student Coordinator

Central to the role of advisement of international students is the Center for Counseling and Student Development (CCSD). The Center houses an advisor as well as licensed therapists that help students to adjust to a new campus environment through bonding activities and other specialized programs. Through the International Student Services Program, the CCSD offers individual counseling, support groups, and consultation specifically geared toward adjusting and acculturating to Coppin as well as the United States and its customs. The Center maintains

relationships with federal agencies, providing a support toward attainment of educational goals, assisting with obtaining employment, fostering healthy transitions from their country of origin, and assisting with acculturation and adjustment needs. Currently, the campus has over 60 students with active student visas on campus. Approximately, 75% of them are female and 25% are male. The students represent islands such as those in the Caribbean, European countries such as Serbia and Russia, countries in Africa, and the United Kingdom. The University continues to recruit a diverse body for academics and athletics.

Community College Transfers

The University visits over 15 Community Colleges, hosts transfer days, a transfer week, program receptions, and open houses. The Office of Admissions houses a designated transfer coordinator that deals directly with transfer students and their concerns regarding course offerings, counseling referrals and academic advisement. Last academic year, the University received over 290 transfer students from Maryland Community Colleges, Maryland Four-Year Public and Private Institutions, and Out-of-State Institutions. The University continues to make efficient use of ARTSYS, the Articulation System of the University System of Maryland and plans to enhance its marketing and recruitment efforts related to transfer students.

Enrollment

The following table provides a demographic profile of students. Overall, the University experienced a decrease in enrollment between AY 2013-2014 and AY 2014-2015.

2008-2015 Demographic Profile of All Students

TABLE 1: Student Comparisons																
	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	347	86	722	2751	3254	90%	828	2426	3038	90	761	2277	2862	91%	768	2094
American Indian or Alaska Native	4	0	2	2	2	0%	1	1	3	0	2	1	3	0%	1	2
Asian	10	0	0	10	34	1%	11	23	34	1	10	24	20	1%	5	15
Hispanic/Latino	17	0	8	9	42	1%	8	34	46	1	12	34	26	1%	5	15
White	90	2	25	65	65	2%	26	39	74	3	25	49	59	2%	21	38
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0	0	0	0	0%	0	0
Two or more races	0	0	0	0	69	2%	16	53	68	2	25	43	68	2%	22	46
Did not self-identify	45	11	139	318	146	4%	35	111	102	3	27	75	95	3%	25	70
Total	405	100	896	3155	3612	100%	925	2687	3383	100	864	2519	3133	100%	852	2281

Promoting Cultural Awareness

Diversity Day

Each year, the campus hosts a Diversity Day celebration where not only are underrepresented populations recognized, but other racial and ethnic groups are celebrated. Attire unique to a particular racial, ethnic and cultural group is worn by campus participants. Also, volunteers prepare special dishes of food and share them on this special day. This is a day that recipes are shared as well as history of select cultures on campus. This event is usually sponsored by our Information Technology Division.

Staff members who are primarily from the Information Technology Division and faculty representing all of the university schools participate in arranging the event. Typically, the composition of the group contains a mix of staff, faculty and students from diverse ethnic and cultural backgrounds. The event is open to the entire campus.

Student Union Marketplace

Annually, vendors from all cultural backgrounds participate and are invited to share their culture through food, clothing, live entertainment and other venues with the campus community. Vendors are comprised of faculty, staff and students from the campus body as well as members of the immediate and surrounding community. The Marketplace is where the campus community celebrates the uniqueness of various cultures and supports one another. Invitations are sent out to the Coppin Campus and Community and to surrounding Baltimore businesses.

African American History Celebrations

Each year, the University hosts a series of on-campus events in celebration of African American History. One such event was held in recognition of the Reverend Dr. Martin Luther King, Jr. The Coppin Community paid tribute to selected individuals who had made major contributions to the University and surrounding community through teaching, research and service. Invitations to these events are sent to the campus community as well as the surrounding community within the Baltimore region.

School/Department Level Programming

Each semester, selected schools and departments hold workshops and seminars which are open to the campus community. These programs include public sessions on cultural awareness through book discussions and signings, art exhibits, theatrical performances, and intellectual discussions open to students, faculty and staff members.



One University. A World of Experiences.

Cultural Diversity Program Progress Report

Prepared by:

Office of the Provost

April 2015

Executive Summary

This report and associated demographic data provided in Appendix A outline Frostburg State University's significant progress over the last seven years toward achieving the objectives established in its 2008 Cultural Diversity Program. Frostburg State University's *Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents* appears at the end of the document.

The University continues to implement and evaluate strategies and initiatives according to their contributions to the following diversity goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

The minority student population at Frostburg represented 39.7% of its overall undergraduate population in the fall of 2014 (**Goal One**). Additionally, the number of undergraduate minority students enrolled at the University has increased 63.2%, from a total of 1,196 minority undergraduates in fall 2008 to 1,952 in fall 2014 - see Table 1 in Appendix A. African-American student headcount has grown by 40.8% over the last six years, from 1,004 in fall 2008 to 1,414 in fall 2014.

One important strategy to increase minority enrollment is purchasing minority names from the pool of students who take the PSAT in their junior year of high school. Other strategies include University-sponsored bus trips to Frostburg from primarily minority high schools, college-readiness programs such as Upward Bound that help to prepare underrepresented students for postsecondary education at Frostburg, and the recruitment of minority students attending Maryland community colleges.

Over the last seven years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students (**Goal Two**). For the fall 2013 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (79.0%) and minorities (79.0%) exceed that of the total student population (76.0%). The retention rates decreased from 80.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for African Americans, increased from 78.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for all minorities, and decreased from 77.0% (cohort fall 2012) to 76.0% (cohort fall 2013) for all first-time, full-time students. Six-year graduation rates remained the same over the reporting period for African Americans and all minorities (cohort year 2007 to cohort year 2008): from 44.0% to 44.0% and from 43.0% to 43.0%, respectively; however, the graduation rate for this same time period (cohort year 2007 to cohort year 2008) increased from 47.0% to 49.0% for all first-time, full-time students.

The University has a number of both continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. Continuing programs include The Championship Forum; TRiO Student Support Services (SSS); the Academic Enrichment Series; increased use of the student early-warning system, Beacon; and the restructuring of Frostburg's Tutoring Center's services. New initiatives included the Academic Success Network, Freshman Progress Survey, a pilot collaborative program to assist at-risk students, and academic workshops for athletes.

In accordance with its Cultural Diversity Program, the University continues to increase the number of minority faculty and staff at the institution (**Goal Three**). As of December 2014, Frostburg State University's workforce consisted of 1,055 full and part-time employees (386 faculty and 669 staff members). Academic Affairs had 39 minority faculty members, which represented 10% of all faculty on campus. Minority staff members (46) were employed at a rate of 6.9 percent.

Within the Academic Affairs Division, 22 faculty searches were conducted in FY 2014, with 27% of the positions filled by minority applicants. The University administration conducted 38 searches in FY 2014. Of these searches, minorities filled 2.4% of the hires.

During FY15, the University's Office of Human Resources (OHR) implemented a new online onboarding program using PeopleAdmin software. The program is designed to provide services that will enable employees to efficiently and effectively grow in their work opportunities from the first day of their employment. The Office of Human Resources has been charged with promoting an environment where employees are treated fairly and equitably, diversity is respected, employee contributions are recognized and valued, and development opportunities are encouraged.

In August 2014, Frostburg's Office of Human Resources also implemented a Development and Leadership Series which meets monthly to provide managers training that will lead to increased employee advancement and retention. The cohort consists of 10 individuals from FSU faculty and staff. The goals of the program include enhancing participants' leadership and supervisory skills; raising awareness of conflict styles and approaches to conflict resolution; building a fundamental understanding of employment and labor laws; and building the skills required to make a diverse workforce and foster an inclusive workplace environment characterized by fairness, understanding and mutual respect and civility.

The action priorities of Frostburg's Cultural Diversity Program and its strategic plan help to build intercultural understanding and broaden cultural awareness on campus by encouraging students to engage with cultures different than their own (**Goal Four**). Two campus entities that help to address these priorities are the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) and the Diversity Center.

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) promotes a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities. The PACDEI has been actively engaged in implementing its strategic plan for AY 2014-15. Work groups were established to focus on the council's five primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff; and working with NCBI to serve as a vehicle to promote diversity education and training. The council also provides recommendations about best practices, offers information regarding current research in the field, and partners with units on campus to offer relevant programming to the campus community.

The Diversity Center primarily reaches out to racial identity groups and other marginalized student identity groups through serving as an advisor or consultant (providing resources as needed) to these organizations: African Student Alliance, Black Student Alliance, HILLEL, Japanese Cultural Club, Latin American Student Organization, NAACP, National Council of Negro Women, National Pan-Hellenic Council, and Spectrum (formerly BTGLASS- an advocacy organization that works to support and promote awareness around lesbian, gay, bisexual, and transgender issues), and the UVUGD Gospel Choir. Diversity Center staff engages in leadership development for the executive boards of the various organizations. It also advises and assists organizations in planning and executing activities, programs, and meetings.

Another aspect of the work of the Diversity Center involves the University's required orientation course for all freshmen, Introduction to Higher Education Course (ORIE 101). Students enrolled in ORIE must participate in University programs. One of these programs, which is sponsored by the Diversity Center, must be an introductory National Coalition Building Institute (NCBI) workshop that covers living in a diverse community and respecting and celebrating others' differences.

Since 1991, the Diversity Center and the Office of the Provost have partnered with the University of Maryland College Park, Academic Achievement Program's McNair Scholars. The mission of this program is to

increase the number of underrepresented minorities enrolled in graduate school to expressly pursue doctoral degrees. Students in the program are provided intense advising, study strategies, and academic enrichment. They are also paired with faculty mentors to develop research skills. Additionally, students receive financial counseling and assistance to prepare for the graduate school admissions process. Since the program's inception, there have been 76 students from Frostburg participating in this unique program. The six-year graduation rate for these students has been 100%. Over 32% of the participants have been males.

The University's Center for International Education (CIE) actively recruits international students in order to promote the understanding of international cultures at Frostburg (**Goal Five**). In fall semester 2014, Frostburg enrolled 98 students from 24 countries. University records indicate that the first year in which a significant number of international students were enrolled at Frostburg was fall 2007. At that time, only 28 international students attended the University. Between fall 2007 and fall 2014 the number of international students at Frostburg has increased by 250 percent. The CIE works with all departments across campus to ensure a continued growth in international diversity.

Frostburg State University is continually adding exchange partners across the world to increase the diversity of international students and 2014 was no exception. The CIE worked to establish new partnerships with institutions in France, China, and Vietnam. Additionally, potential partners in Kazakhstan, Japan, Spain, Peru, and Ecuador were vetted and continue to be discussed as potential partners in the future. Through these strong partnerships from over 16 different countries, the University welcomed during the reporting period 49 exchange students and three visiting exchange professors. The students study English and academic courses, while the visiting faculty members observe teaching methods, conduct research, and share their knowledge with the Frostburg faculty.

Academic success and intercultural interaction is the key to establishing a strong connection between the various nationalities represented at Frostburg. The CIE is tasked with this important responsibility and helps coordinate activities for the students while encouraging them to participate in all activities offered at the University. To assist in this process, Frostburg offers English as a Second Language (ESL) courses for international students to feel more confident during these interactions. Additionally, numerous cultural activities are offered each month through the CIE that introduce international students to American cultures.

The CIE works diligently to not only increase diversity at the University, but to also increase international experiences for Frostburg students and faculty. In 2014, 64 Frostburg students studied on every continent except for Antarctica. In 2014, the CIE partnered with the Simplicity Corporation to move the promotion and application process for study abroad to an online format. This new online format will help streamline the study abroad process for Frostburg students and hopefully encourage additional participation in this wonderful opportunity for expanding horizons and developing personal growth through experiential learning across the globe. The implementation of the program is expected in early 2015.

In addition to those provided by the CIE, another international opportunity for students at Frostburg State University is the President's Leadership Circle (PLC). The PLC is an elite group of exceptional students nominated by faculty and staff members. In the past, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also include trips to China, the United Arab Emirates, Uganda, the Czech Republic, and Ecuador.

In AY 2014-2015, the President's Leadership Circle has been honed into 12 top performing student leaders on our campus. These students were divided into two smaller groups to partake in unique experiential learning opportunities. The first group traveled to India where they spent time not only learning about the culture of both Indians and refugees from Tibet, but also working and volunteering to promote education for all. The second group will be traveling to Uganda in March 2015 to assist the Water School in Nebbi with water purification as well as furthering educational opportunities for rural Ugandan.

Section I

Introduction to the Report Implementing and Evaluating Frostburg's Cultural Diversity Program

This report and associated demographic data provided in Appendix A outline Frostburg State University's significant progress over the last seven years toward achieving the objectives established in its 2008 Cultural Diversity Program. The University continues to implement and evaluate strategies and initiatives according to their contributions to the following diversity goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students
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The second section of the report, *Increasing the Number of Traditionally Underrepresented Groups Among Students, Faculty, and Staff*, details strategies that promote cultural diversity by recruiting, enrolling, retaining, and graduating an increasing number of undergraduate minority and first generation students (Goals 1 and 2). Also evaluated are strategies that enhance the diversity of Frostburg's faculty and staff (Goal 3).

Cultural diversity continues to be highly valued among all members of the campus community. Section III, *Creating Cultural Awareness among Students, Faculty, and Staff*, discusses and evaluates Frostburg's strategies to foster wide-ranging awareness of diversity issues (Goal 4), including those that help increase sensitivity to global perspectives and ideas among campus constituencies (Goal 5). Frostburg State University's *Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents* appears at the end of this document.

Section II

Increasing the Number of Underrepresented Groups among Students, Faculty, and Staff

As part of its Cultural Diversity Program, Frostburg State University commits significant resources to the recruitment, enrollment, and retention of students from underrepresented minority groups. In addition to strategies that strive to increase student diversity, several initiatives focus specifically on recruiting and retaining a diverse faculty and staff.

GOAL ONE: RECRUIT AND ENROLL A GROWING NUMBER OF UNDERGRADUATE MINORITY AND FIRST-GENERATION STUDENTS

The minority student population at Frostburg represented 39.7% of its overall undergraduate population in the fall of 2014. Additionally, the number of undergraduate minority students enrolled at the University has increased 63.2%, from a total of 1,196 minority undergraduates in fall 2008 to 1,952 in fall 2014 - see Table 1 in Appendix A. African-American student headcount has grown by 40.8% over the last six years, from 1,004 in fall 2008 to 1,414 in fall 2014.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

The Admissions Office has consistently purchased a significant percentage of minority names over the last seven years from the pool of students who take the PSAT in their junior year of high school. Table 1 shows that minorities represented 26.0% of the total names purchased for the fall 2008 entering freshman class, as compared to 30.0% for the fall 2014 class.

Table 1
Student Search Service Comparisons
Fall 2008 to Fall 2014

Race/ Ethnicity	Fall 2008 Inquiries		Fall 2009 Inquiries		Fall 2010 Inquiries		Fall 2011 Inquiries		Fall 2012 Inquiries		Fall 2013 Inquiries		Fall 2014 Inquiries	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	1,420	3.8%	1,559	3.9%	1,546	3.8%	1,381	3.8%	1,582	4.4%	1,638	4.6%	1,284	3.6%
African American/Black	5,150	13.7%	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%	4,607	12.8%	4,747	13.5%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%	175	0.5%	189	0.5%	147	0.4%
Asian	2,901	7.7%	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%	3,651	10.2%	3,675	10.4%
Hispanic/Latino	1,551	4.1%	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%	2,016	5.6%	2,165	6.1%
White	26,317	70.2%	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%	23,787	66.3%	23,228	65.9%
All	37,498	100.0%	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%	35,888	100.0%	35,246	100.0%

Data Source: PeopleSoft Queries F08, F09;orig SSS file F10, F11,F12,F13,F14

Familiarizing Select High School Students, Teachers, and Administrators with Frostburg's Programs and Services

Over the reporting period, the Office of Admissions hosted approximately 350 prospective fall 2014 students during 14 different bus trips to Frostburg from primarily minority high schools. Additionally, 53.5% of prospective fall 2014 students attending Admissions-sponsored admitted student receptions were minorities (53 of 99 students).

Enhancing and Promoting College-Readiness Programs

College-readiness programs help to prepare underrepresented students for postsecondary education at Frostburg. Over the last four years, the grant-based Upward Bound program has served a total of 144 different participants, and 20.1% of these self-identified as minorities.

Additional academic support for underrepresented high school students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City is provided by Frostburg's Upward Bound Regional Math/Science Center. An average of 61% of program participants over five years self-identified as minorities. Of the 231 former program participants who graduated from high school by 2009, 217 (94%) subsequently enrolled at a college or university and 127 (59%) of those enrolled obtained a bachelor's or associate's degree. Fifty-seven percent (57%) of the degrees awarded to these students were in a mathematics or science discipline.

Increasing the Number of Underrepresented Students Transferring from Community Colleges

In addition to the University's efforts to recruit additional minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to Frostburg from Maryland community colleges, and an increasing number of these transfer students are from minority groups. Table 2 shows the number of new minority transfer students has grown from a total of 50 students in fall 2008 to 172 in fall 2014, representing a 244% increase.

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2014

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%	3	0.6%	5	1.0%	2	0.4%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%	78	16.7%	86	17.0%	115	20.2%
Amer Ind or Alaska Nat	1	0.3%	3	0.7%	.	.	1	.	1	.	1	.	.	.
Asian	4	1.1%	2	0.5%	2	0.5%	4	0.9%	8	1.7%	9	1.8%	15	2.6%
Hisp/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%	12	2.6%	18	3.6%	23	4.0%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%	320	68.4%	309	60.9%	344	60.4%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%	34	7.3%	59	11.6%	52	9.1%
Hawaiian	.	.	.	.	.	.	.	.	1	.	.	.	1	0.2%
Two or More Races	.	.	.	.	.	.	13	2.8%	11	2.4%	20	3.9%	18	3.2%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%	468	100.0%	507	100.0%	570	100.0%

Data Source: Enrollment Information System File (EIS)

GOAL TWO: INCREASE THE RETENTION AND GRADUATION RATES OF UNDERGRADUATE MINORITY AND FIRST-GENERATION STUDENTS

Over the last seven years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students. For the fall 2013 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (79.0%) and minorities (79.0%) exceed that of the total student population (76.0%). The retention rates decreased from 80.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for African Americans, increased from 78.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for all minorities, and decreased from 77.0% (cohort fall 2012) to 76.0% (cohort fall 2013) for all first-time, full-time students. Six-year graduation rates remained the same over the reporting period for African Americans and all minorities (cohort year 2007 to cohort year 2008): from 44.0% to 44.0% and from 43.0% to 43.0%, respectively; however, the graduation rate for this same time period (cohort year 2007 to cohort year 2008) increased from 47.0% to 49.0% for all first-time, full-time students.

The University has a number of both continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. Continuing programs include The Championship Forum; Trio Student Support Services (SSS); the Academic Enrichment Series; increased use of the student early-warning system, Beacon; and the restructuring of Frostburg's Tutoring Center's services. New initiatives included the Academic Success Network, Freshman Progress Survey, a pilot collaborative program to assist at-risk students, and academic workshops for athletes.¹

Continuing University Programs to Enhance Student Success

Championship Forum Program

For a third consecutive year, in spring 2014 Frostburg was awarded a Maryland College Access Challenge Grant in the amount of \$34,015 to operate a program with the purpose of improving the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of this highly successful program, entitled *The Championship Forum*, are intensive advising with academic coaches; mandatory workshops on financial literacy, learning strategies, and personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for a \$550 stipend. Below are the mid-year results of Frostburg's 2014/2015 *Championship Program*.

¹ Frostburg State University's January 2015 Achievement Gap Report also references the programs and initiatives discussed in this document under Goal Two.

- Number of participants: 42 male students for spring 2014; 57 male students for fall 2014.
- 84% of the 57 program participants are African-American, Latino, or multi-racial.
- 98% of spring semester participants (41 of 42) returned for the fall semester.
- 45% (19 of 42) of program participants earned a 3.0 or better for the spring 2014 semester; 10 of them were on the Dean's List.

TRiO Student Support Services (SSS)

Student Support Services (SSS) is an educational opportunity program funded by the U.S. Department of Education that serves 275 eligible Frostburg State University students. Of these program participants in 2013-2014, 68.8% were underrepresented minority students and 40.7% were males. The program's mission is to provide services to students who are academically underprepared, low income, first generation, or with disabilities in an effort to foster a supportive environment and help them persist to graduation. The services of SSS include intensive advising, establishment of an academic requirement plan, financial aid and financial literacy counseling, tutoring, academic/personal skills development, and assistance with the graduate school application process.

The SSS program has three student persistence or graduation objectives, all of which were exceeded during the reporting period. The success of males in the program equaled or exceeded that of other participants in 2013-2014.

Objective 1: Seventy-five percent (75%) of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate.

Persistence Rate for all Participants 2013-14: 91%

Objective 2: Eighty-five percent (85%) of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing.

Good Academic Standing Rate for all Participants 2013-14: 93%

Objective 3: Fifty percent (50%) of new participants served each year will graduate within six years.

Graduation Rate 2008-09 Entering Participants: 64%

Academic Enrichment Series

The Academic Enrichment Series (AES), a cooperative program between Frostburg's divisions of academic affairs and student affairs, features workshops on learning strategies, technology skill building, and career development. Students attending the workshops build relationships with faculty and staff presenters, increasing the likelihood that participants will use campus resources important for student success. Initially AES programs were established for low income, underrepresented minority students, and topics were selected specifically to help these students benefit from resources on campus – especially financial aid and tutoring. Presently, the programs also serve a wider student population. The following student participation numbers include individuals who participated in more than one workshop. During the reporting period (fall 2013- spring 2014), there was nearly a 6% increase in the number of attendees, with 628 participants attending 16 different themed sessions in comparison to 593 during the previous reporting period (fall 2012-spring 2013). There was a fall-to-fall increase in attendance (fall 2012:191 and fall 2013: 325); however, the spring-to-spring attendance decreased (spring 2013: 402 and spring 2014: 303). Some of the decline during this period was likely due to weather closures and delays on campus.

Increased Use of Beacon

The 2013-2014 academic year saw a significant increase in faculty and staff use of the Beacon early alert system with twice as many users (150 vs. 74) and over four times the number of notifications posted (2,755 vs. 618). The primary topics for Beacon notifications continued to be concerns about students' attendance and assignment/test performance. The Beacon notifications give athletic coaches, academic support staff, freshman advisors, and faculty opportunities to reach out to students and help them access support services and improve academic behaviors. The increased communication among faculty, staff, and students has created a stronger and better informed network of support for students.

Restructuring of the Tutoring Center Services

The FSU Tutoring Center is a College Reading and Learning Association (CRLA) certified tutoring program. The CRLA is an international body that establishes peer tutoring standards and training curriculum and independently reviews tutoring and learning centers for operational excellence. Frostburg's center historically has provided peer tutoring in groups and on an individual basis to students experiencing difficulty in specific 100 and 200-level courses. The center is restructuring its services by expanding current centralized tutoring in writing and math to include courses in the natural sciences and business. The purpose of these changes is to provide more focused, effective, and efficient tutoring services. Another goal of the restructuring of services is to decrease the achievement gap of underrepresented minority students by providing additional support for courses with high "D," "F," and "W" rates. In fall 2013, the center provided tutoring services to 787 students with 641 served in spring 2014. Spring 2014 also saw an increase in student use of the center's mathematics tutoring services and the initiation of centralized biology tutoring in efforts to focus on STEM disciplines to prepare historically under-represented students for demands of the future.

New University Programs to Enhance Student Success

In fall 2014, Frostburg undertook several new initiatives expected to increase student persistence and graduation rates at the University and contribute to the University System of Maryland's goal of cutting the achievement gap in Maryland's public universities in half by 2015. These initiatives include the establishment of the Academic Success Network, the creation of the Freshman Progress Survey, a collaborative pilot program established by the director of the Diversity Center and assistant provost for student success and retention, and academic workshops for student athletes. In addition to these new actions, the University continues to pursue improved student persistence and graduation rates through the increased use of its existing Beacon student early alert system and the restructuring of services provided by its Tutoring Center.

Academic Success Network

Created in the summer of 2014, the Academic Success Network, under the direction of an associate provost, encompasses the efforts of Programs Advancing Student Success (PASS), TRiO Student Support Services (SSS), Disability Support Services (DSS), programs managed by the assistant provost for student success and retention, and the new Center for Academic Advising and Retention (CAAR).

As in the past, PASS oversees the Tutoring Center and related services. The assistant provost for student success and retention moved into CAAR and continues to oversee efforts to retain upper-classmen, reduce the achievement gap, and develop and implement intervention initiatives for at-risk students. The Center for Academic Advising and Retention also manages the freshman orientation classes (ORIE), as well as directs students to appropriate services. The director of freshman advising and retention leads these freshman-oriented programs.

Freshman Progress Survey

Recognizing that by the time mid-term warnings come along, some students are too far behind to catch up before the end of the semester, Frostburg instituted a survey that was completed at the third and fifth weeks of fall 2014 by all faculty who teach first-semester, first-year students. The survey simply asked instructors to identify any issues they may have encountered that would impact a student's success, such as poor attendance, inattention, not completing assignments, or low test scores. Instructors' comments were shared with advisors who could then assist advisees with establishing a plan for tutoring or other interventions.

Just under half of the faculty responded to the surveys, indicating a need for greater buy-in, but by the middle of the academic term, 100 fewer freshmen received warnings this year than last year (418 vs. 518) in a first-year class that was 64 students larger this fall (961 vs. 897 in fall 2013). For the spring 2015 semester, there was a 7% increase in the number of freshmen in good academic standing when compared to the percentage for spring 2014. Demographic data was not collected during this pilot. However, the future use of the survey will gather student demographic data in order to assess its impact on Frostburg's gender-based achievement gap and the retention of all students.

Collaborative Pilot Program to Assist At-Risk Students

Upon review of institutional data that indicated students were withdrawing from Frostburg for nonacademic reasons, the director of the Diversity Center and assistant provost for student success and retention established a collaborative and evidenced-based pilot program that facilitates student academic success along with personal development and responsibility. Under the pilot program, Diversity Center and Center for Academic Advising and Retention staff mediate roommate disputes, conduct diversity training, and provide service and leadership opportunities for students to improve their communication skills and enhance their enjoyment, appreciation, and respect of Frostburg's diverse university community.

Academic Workshops for Athletes

The assistant provost for student success and retention works collaboratively with the Department of Athletics to conduct academic workshops for Frostburg's football players to further the retention of these students and improve the overall male persistence and graduation rates at the University. The workshops are designed to meet the needs of a diverse population, including African American, Latino, and Pell-eligible students who are members of the team. The fall 2013 team roster had 159 members. Of these players, 38.9% were African Americans, 4.4% were Latinos, and 38.9% were low-income students as identified by their Pell eligibility.

During summer training in 2013, when the athletes returned to campus, the assistant provost presented a workshop that focused on learning strategies. Student athletes were administered a learning styles inventory and the results were interpreted for both students and coaches. The students were also provided study strategies to enhance their preferred styles of acquiring and retaining new information. The goal was to develop independent learners who benefit from their strengths. The coaches were given resources to augment the material covered during the session, which could be used throughout the year to assist the team.

GOAL THREE: ENHANCE THE CULTURAL DIVERSITY OF FACULTY AND STAFF

In accordance with its Cultural Diversity Program, Frostburg continues to increase the number of minority faculty and staff at the institution. As of December 2014, Frostburg State University's workforce consisted of 1,055 full and part-time employees (386 faculty and 669 staff members).

Academic Affairs had a total of thirty-nine minority (39) faculty members, which represented 10% of all faculty on campus - see Table 2 in Appendix A. Of these, nine were minority non-tenure track faculty,

including two (1.2%) African American/Black faculty; two (1.2%) Asian; three (1.7%) Hispanic/Latino; one (0.6%) Native Hawaiian or Pacific Islander; and one (0.6%) American Indian. Of the 30 minority tenured or tenure-track faculty, nine (4.2%) were African American/Black faculty, 17 (7.9%) Asian, and four (1.9%) Hispanic/Latino.

Minority staff members (46) were employed at a rate of 6.9%. - see Table 3 in Appendix A. Within the staff there were 27 African American/Black (4.0%), 11 Asian (1.6%), four Hispanic/Latino (0.6%), one American Indian (0.1%), and three individuals who were two or more races (0.4%).

Expanding Efforts to Attract and Retain Eminently Qualified African-American Faculty and Staff

Within the Academic Affairs Division, 22 faculty searches were conducted in FY 2014, with 27% of the positions filled by minority applicants. In the College of Arts and Sciences, two Asian faculty members were added to the Computer Science and Biology department respectively. The Computer Science department also added one African American/Black faculty member. One Asian faculty member was hired within the College of Business, and one African American/Black in the Department of Communication Studies. The University administration conducted 38 searches in FY 2014. Of these searches, minorities filled 2.4% of the hires.

Online Onboarding Program

During FY15, the University's Office of Human Resources (OHR) implemented a new online onboarding program using PeopleAdmin software. The program is designed to provide services that will enable employees to efficiently and effectively grow in their work opportunities from the first day of their employment. The Office of Human Resources has been charged with promoting an environment where employees are treated fairly and equitably, diversity is respected, employee contributions are recognized and valued, and development opportunities are encouraged.

The Leadership Series

In August 2014, Frostburg's Office of Human Resources also implemented a Development and Leadership Series, which meets monthly to provide training to managers that will lead to increased employee advancement and retention. The cohort consists of 10 individuals from FSU faculty and staff. The goals of this program include:

- Enhancing participant knowledge, skills, and competencies in leadership while developing their ability to manage change.
- Improving supervisory skills, methods, and practices.
- Increasing awareness of supervisory styles and developing increased ability to adapt to different styles of behavior.
- Raising awareness of conflict styles and effective approaches to conflict resolution.
- Building a fundamental understanding of current employment, labor laws, and regulations that impact the workplace.
- Helping to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

Section III

Creating Cultural Awareness among Students, Faculty, and Staff

GOAL FOUR: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE UNDERSTANDING OF CULTURAL DIVERSITY

The action priorities of Frostburg's Cultural Diversity Program and its strategic plan help to build intercultural understanding and broaden cultural awareness on campus by encouraging students to engage with cultures different than their own. Two campus entities that help to address these priorities are the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) and Frostburg State University's Diversity Center.

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) promotes a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities. The PACDEI has been actively engaged in implementing its strategic plan for AY 2014-15. Work groups were established to focus on the council's five primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff; and working with NCBI to serve as a vehicle to promote diversity education and training. The council also provides recommendations about best practices, offers information regarding current research in the field, and partners with units on campus to offer relevant programming to the campus community.

The Diversity Center

The Diversity Center primarily reaches out to racial identity groups and other marginalized student identity groups through serving as an advisor or consultant (providing resources as needed) to these organizations: African Student Alliance, Black Student Alliance, HILLEL, Japanese Cultural Club, Latin American Student Organization, NAACP, National Council of Negro Women, National Pan-Hellenic Council, and Spectrum (formerly BTGLASS- an advocacy organization that works to support and promote awareness around lesbian, gay, bisexual, and transgender issues), and the UVUGD Gospel Choir. Diversity Center staff engages in leadership development for the executive boards of the various organizations. It also advises and assists organizations in planning and executing activities, programs, and meetings. The number of participants served is fluid based on participation and organization membership. However, every African American/Black, Asian, Indigenous, and Latino student identified as such in the PAWS system receives a "Welcome" letter at the beginning of the fall semester informing them of the services of the office and the opportunity to become engaged through the various student groups. Assessment measures for these programs are being developed.

Another aspect of the work of the Diversity Center involves the University's required orientation course for all freshmen, Introduction to Higher Education Course (ORIE 101). Students enrolled in ORIE must participate in University programs. One of these programs, which is sponsored by the Diversity Center, must be an introductory National Coalition Building Institute (NCBI) workshop that covers living in a diverse community and respecting and celebrating others' differences.

Since 1991, the Diversity Center and the Office of the Provost have partnered with the University of Maryland College Park, Academic Achievement Program's McNair Scholars. The mission of this program is to increase the number of underrepresented minorities enrolled in graduate school to expressly pursue doctoral degrees. Students in the program are provided intense advising, study strategies, and academic enrichment. They are also paired with faculty mentors to develop research skills. Additionally, students receive financial counseling and assistance to prepare for the graduate school admission process. Since its inception, there have

been 76 students from Frostburg participating in this unique program. The six-year graduation rate for these students has been 100%. Over 32% of the participants have been males.

GOAL FIVE: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES

The Center for International Education

The University's Center for International Education (CIE) actively recruits international students in order to promote the understanding of international cultures at Frostburg (**Goal Five**). In fall semester 2014, Frostburg enrolled 98 students from 24 countries. University records indicate that the first year in which a significant number of international students were enrolled at Frostburg was fall 2007. At that time, only 28 international students attended the University. Between fall 2007 and fall 2014 the number of international students at Frostburg has increased by 250 percent. The CIE works with all departments across campus to ensure a continued growth in international diversity.

Increasing the Number of International Students

Frostburg State University is continually adding exchange partners across the world to increase the diversity of international students and 2014 was no exception. The CIE worked to establish new partnerships with institutions in France, China, and Vietnam. Additionally, potential partners in Kazakhstan, Japan, Spain, Peru, and Ecuador were vetted and continue to be discussed as potential partners in the future. Through these strong partnerships from over 16 different countries, the University welcomed 49 exchange students and three visiting exchange professors. The students study English and academic courses, while the visiting faculty members observe teaching methods, conduct research, and share their knowledge with the Frostburg faculty.

Establishing Strong Connections for International Students

Academic success and intercultural interaction is the key to establishing a strong connection between the various nationalities represented at Frostburg. The CIE is tasked with this important responsibility and helps coordinate activities for the students while encouraging them to participate in all activities offered at the University. To assist in this process, Frostburg offers English as a Second Language (ESL) courses for international students to feel more confident during these interactions. Additionally, numerous cultural activities are offered each month through the CIE that introduce international students to American cultures.

Increasing International Opportunities for Students

The CIE works diligently to not only increase diversity at the University, but to also increase international experiences for Frostburg students and faculty. In 2014, 64 Frostburg students studied on every continent except for Antarctica. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world. In order to encourage the students to study abroad each year, the CIE staff members visit classrooms, host successful bi-annual study abroad information fairs, hold bi-weekly information sessions with prospective and past study abroad students to share experiences, and promote study abroad at Admissions open house events to encourage prospective students to get excited about Frostburg and plan for their future study abroad opportunities. Furthermore, in 2014 the CIE has partnered with the Simplicity Corporation to move the promotion and application process for study abroad to an online format. This new online format will help streamline the study abroad process for Frostburg students and hopefully encourage additional participation in this wonderful opportunity for expanding horizons and developing personal growth through experiential learning across the globe. The implementation of the program is expected in early 2015.

The President's Leadership Circle

In addition to those provided by the CIE, another international opportunity for students at Frostburg State University is the President's Leadership Circle (PLC). The PLC is an elite group of exceptional students nominated by faculty and staff members. In the past, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also include trips to China, the United Arab Emirates, Uganda, the Czech Republic, and Ecuador.

In AY 2014-2015, the President's Leadership Circle has been honed into 12 top performing student leaders on our campus. These students were divided into two smaller groups to partake in unique experiential learning opportunities. The first group traveled to India where they spent time not only learning about the culture of both Indians and refugees from Tibet, but also working and volunteering to promote education for all. The second group will be traveling to Uganda in March 2015 to assist the Water School in Nebbi with water purification as well as furthering educational opportunities for rural Ugandan.

Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents

The University's process for responding to hate crimes and bias motivated incidents remains the same as documented in the February 2009 Cultural Diversity Program. Campus crime and arrest data are compiled by the University Police Department and submitted to the Maryland State Police as part of the Uniform Crime Report. During the reporting period (February 2014 to February 2015), there were two reported bias-motivated incidents. University Police investigated both incidents (see Table A below).

Table A
Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents
February 2014 to February 2015

Date	Location	Incident	Summary
9/3/14	Ort Library	Racial Defacement/ Damage to Property	A Frostburg State University student reported that someone had written a racial slur on the wall of a study room on the 5th floor of the library.
11/16/14	Stadium Drive (FSU Campus)	Hate Crime	A Frostburg State University student reported that he was walking on Stadium Drive when the occupants of a passing vehicle began to yell racial slurs at him.

Source: University Police Department



One University. A World of Experiences.

Appendix A

Cultural Diversity Program Progress Report

Comparison Tables for Faculty, Staff, and Students

Prepared by

The Office of the Provost

April 2015

Appendix A
Frostburg State University
Comparison Tables for Faculty, Staff, and Students

Table 1
Student Headcount by Career

Career		Fall 2008				Fall 2012				Fall 2013				Fall 2014			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Doctorate	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.45
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	.	.	.	.	21	45	66	95.70
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.45
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	1.45
	All	.	.	.	.	.	.	.	.	.	.	.	.	22	47	69	100
Graduate	Unknown	3	10	13	2.05	4	5	9	1.14	18	13	31	4.03	39	26	65	9.83
	African American/Black	6	11	17	2.69	20	21	41	5.19	16	30	46	5.97	19	32	51	7.72
	Amer Ind or Alaska Nat	.	2	2	0.32	.	2	2	0.25	.	2	2	0.26	.	1	1	0.15
	Asian	2	2	4	0.63	11	7	18	2.28	12	5	17	2.21	11	4	15	2.27
	Hisp/Latino	.	4	4	0.63	3	6	9	1.14	6	6	12	1.59	4	5	9	1.36
	White	207	378	585	92.4	242	423	665	84.18	231	394	625	81.17	185	298	483	73.10
	Other	1	7	8	1.26	25	11	36	4.56	16	11	27	3.51	13	11	24	3.63
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.13	1	.	1	0.13	1	.	1	0.15
	Two or More Races	.	.	.	.	3	6	9	1.14	4	5	9	1.17	4	8	12	1.82
	All	219	414	633	100	309	481	790	100	304	466	770	100	276	385	661	100
Undergraduate	Unknown	50	53	103	2.25	27	22	49	1.06	28	24	52	1.11	28	24	52	1.06
	African American/Black	501	503	1004	21.9	602	559	1161	25.07	663	609	1272	27.04	708	706	1414	28.77
	Amer Ind or Alaska Nat	6	9	15	0.33	3	1	4	0.09	3	2	5	0.11	3	2	5	0.10
	Asian	47	34	81	1.77	38	18	56	1.21	31	28	59	1.25	37	47	84	1.71
	Hisp/Latino	58	38	96	2.1	76	67	143	3.09	100	110	210	4.46	105	130	235	4.78
	White	1695	1555	3250	70.9	1506	1459	2965	64.03	1448	1398	2846	60.50	1367	1446	2813	57.23
	Other	11	22	33	0.72	30	39	69	1.49	42	45	87	1.85	43	55	98	1.99
	Native Hawaiian or Pac Island	.	.	.	.	6	6	12	0.26	3	2	5	0.11	2	2	4	0.08
	Two or More Races	.	.	.	.	80	92	172	3.71	83	85	168	3.57	95	115	210	4.27
	All	2368	2214	4582	100	2368	2263	4631	100	2401	2303	4704	100	2388	2527	4915	100
All		2587	2628	5215	100	2677	2744	5421	100	2705	2769	5474	100	2686	2959	5645	100

Source: P409 Student Enrolled Population Files; Office of Planning, Assessment, and Institutional Research

Appendix A
Frostburg State University
Comparison Tables for Faculty, Staff, and Students

Table 2
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure Track

		Year															
Tenure Status	Race/Ethnicity*	2008				2012**				2013**				2014**			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Non-Tenure Track	Unknown	.	.	.	.	.	.	.	.	1	.	1	0.56	5	5	10	5.81
	African American/Black	1	1	2	1.34	.	2	2	1.20	.	3	3	1.69	.	2	2	1.16
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	1	1	0.56	1	.	1	0.58
	Asian	1	3	4	2.68	1	1	2	1.20	1	2	3	1.69	1	1	2	1.16
	Hisp/Latino	.	1	1	0.67	.	4	4	2.41	1	3	4	2.25	1	2	3	1.74
	White	69	73	142	95.3	75	81	156	93.98	80	84	164	92.13	65	86	151	87.79
	Other	.	.	.	.	1	.	1	0.60	2	.	2	1.12	.	2	2	1.16
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.58
	All	71	78	149	100	78	88	166	100	85	93	178	100	74	98	172	100
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	6	2	8	3.83	7	2	9	4.25	6	2	8	3.74	6	3	9	4.21
	Asian	9	7	16	7.66	10	7	17	8.02	12	7	19	8.88	11	6	17	7.94
	Hisp/Latino	1	3	4	1.91	1	3	4	1.89	1	2	3	1.40	1	3	4	1.87
	White	113	68	181	86.6	107	75	182	85.85	111	73	184	85.98	106	70	176	82.24
	Other	.	.	.	.	.	.	.	.	.	.	.	.	6	2	8	3.74
	All	129	80	209	100	125	87	212	100	130	84	214	100	130	84	214	100
All		200	158	358	100	203	175	378	100	215	177	392	100	204	182	386	100

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010 through Fall 2014 data based on the new race/ethnicity codes.

** 2012 through 2014 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

Appendix A
Frostburg State University
Comparison Tables for Faculty, Staff, and Students

Table 3
Staff By Principle Occupational Assignment

		Year															
Occupational Code	Race/Ethnicity*	2008				2012**				2013**				2014**			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Exec/Admin/Mngr	Unknown	.	.	.	.	2	.	2	0.82	4	5	9	3.7	1	2	3	1.25
	African American/Black	2	1	3	5.26	7	4	11	4.49	.	.	.	.	4	5	9	3.75
	Amer Ind or Alaska Nat	1	.	1	1.75	1	.	1	0.41	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	5	.	5	2.04	4	.	4	1.65	4	.	4	1.67
	Hisp/Latino	.	.	.	.	1	2	3	1.22	1	1	2	0.82	.	.	.	.
	White	36	17	53	92.98	103	120	223	91.02	104	124	228	93.83	98	125	223	92.92
	Other	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.42
	All	39	18	57	100	119	126	245	100	113	130	243	100	108	132	240	100
Teaching Assist	White	.	.	.	.	.	.	.	.	.	.	.	.	2	5	7	100
	All	.	.	.	.	.	.	.	.	.	.	.	.	2	5	7	100
Professional	Unknown	.	.	.	.	.	.	.	.	2	1	3	2.97	4	.	4	4.12
	African American/Black	3	3	6	4.05	.	4	4	3.23	1	5	6	5.94	4	2	6	6.19
	Amer Ind or Alaska Nat	1	.	1	0.68	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	2.03	2	1	3	2.42	.	1	1	0.99	2	1	3	3.09
	Hisp/Latino	.	1	1	0.68	2	1	3	2.42	1	1	2	1.98	.	1	1	1.03
	White	59	78	137	92.57	33	81	114	91.94	28	61	89	88.12	23	56	79	81.44
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3	3.09
	Two or more races	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.03
Clerical	All	66	82	148	100	37	87	124	100	32	69	101	100	33	64	97	100
	Unknown	.	2	2	1.11	.	2	2	1.08	2	2	4	2.26	5	9	14	7.78
	African American/Black	3	8	11	6.11	6	7	13	7.03	6	7	13	7.34	5	6	11	6.11
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.56
	Asian	.	2	2	1.11	.	1	1	0.54	.	1	1	0.56	1	3	4	2.22
	Hisp/Latino	1	.	1	0.56	.	3	3	1.62	1	.	1	0.56	1	1	2	1.11
	White	17	147	164	91.11	31	134	165	89.19	32	122	154	87	28	118	146	81.11
	Other	.	.	.	.	.	1	1	0.54	2	2	4	2.26	.	.	.	.
Technical	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	1	1	2	1.11
	All	21	159	180	100	37	148	185	100	43	134	177	100	42	138	180	100
	Hisp/Latino	1	.	1	2	.	.	.	.	.	.	.	.	.	.	.	.
	White	25	24	49	98	1	5	6	100	1	6	7	100	1	6	7	100
	All	26	24	50	100	1	5	6	100	1	6	7	100	1	6	7	100
Skilled Crafts	Unknown	1	.	1	2.86	.	.	.	.	.	.	.	.	2	1	3	3.3
	African American/Black	.	.	.	.	.	1	1	1.1	1	1	2	2.11	.	1	1	1.1
	Asian	.	.	.	.	.	1	1	1.1	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.1	1	.	1	1.05	1	.	1	1.1
	White	33	1	34	97.14	46	42	88	96.7	47	45	92	96.84	44	42	86	94.51
	All	34	1	35	100	47	44	91	100	49	46	95	100	47	44	91	100
Serv/Maint	Unknown	.	1	1	1.14	1	.	1	1.82	.	.	.	.	2	.	2	4.26
	African American/Black	.	3	3	3.41	.	.	.	.	1	.	1	1.89	.	.	.	.
	Asian	.	1	1	1.14	.	.	.	.	.	.	.	.	.	.	.	.
	White	48	35	83	94.32	53	1	54	98.18	51	1	52	98.11	44	1	45	95.74
	All	48	40	88	100	54	1	55	100	52	1	53	100	46	1	47	100
All		234	324	558	100	295	411	706	100	290	386	676	100	279	390	669	100

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010 through Fall 2014 data based on the new race/ethnicity codes.

** 2012 through 2014 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY¹

April 2015

Cultural Diversity Planning at Salisbury University

I. SUMMARY OF INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

Salisbury University's (SU) 2014-2018 Strategic Plan establishes four overarching goals: to educate students for success in academics, career, and life; to embrace innovation to enhance the Salisbury University experience; to foster a sense of community on campus and at the local, national, and international level; and to provide appropriate programs, spaces, and resources for all members of the campus community. As a core value of our institution, diversity is thoroughly interwoven into all four goals of the Strategic Plan.

Under President Janet Dudley-Eshbach, Salisbury University continues to make great strides towards becoming a diverse and inclusive campus. As of Fall 2014, our enrollment of 8,770 includes 2,156 minority students, an increase of 125 minority students (6.2%) over Fall 2013. Minority students now make up 25% of our student population (based on students who have identified a race/ethnicity category). Sixty-eight (68) countries are represented among our student body.

During the period encompassed in the last Strategic Plan, applications for admission rose significantly. Freshman applications increased 22.6%, transfers grew by 18.3% and graduate applications were up by 17.2% from 2008 to 2013. With a first-year retention rate of 82.4% and a six-year graduation rate of 65.9%, Salisbury University is prepared to play a significant role in helping the State and nation achieve the goal of 55% college degree completion by 2025.

Continuing in this direction over the next five years will present significant challenges. Recent projections indicate that Maryland will see a steady decline in the number of high school graduates, dropping by roughly 10% from its high point in 2008. The most dramatic decline will be in White non-Hispanic Maryland graduates, who are expected to drop by 19% within the next six years. Over the same period, the number of Black non-Hispanic graduates is expected to rise modestly, while Hispanic graduates will double. These demographic trends present a challenge and an opportunity for the University. With a growing population of first-generation college students, we expect that there will be a greater need to assist families in navigating the complexities of higher education. Our strategy includes efforts to attract, develop and retain all students; particularly those from growing minority groups based on statistical projections. Student support services are even more critical in ensuring our students' success. At the same time, growing diversity among our students, faculty, and staff is central to the University's mission, and it is a value we fully embrace.

Therefore, the University continues to introduce programs to help welcome and accommodate the projected changing demographics of our entering classes over the coming years. Programs needed to recruit and retain these students, attract more international students to our campus, and continue to offer SU students additional international education opportunities to achieve significant results. The following narrative, while not all-inclusive, illustrates our efforts and accomplishments over this past year.

The greatest challenge and threat to the University's achievement in these areas continues to be funding. As a public institution, the University is undoubtedly impacted by reductions in State funding. Not to be deterred in our mission, we will continue to look for external sources of funding, as well as to advocate for additional State funding in priority areas so that we can continue to advance our nationally recognized and well established commitment to student excellence and success.

¹ As set forth in the University's 2014-2018 Strategic Plan, "[d]iversity should be broadly defined, including the traditional categories of race, class, gender, national origin, and sexual orientation, but also embracing diversity of thought and experience."

II. EFFORTS TO INCREASE THE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS AMONG STUDENTS, ADMINISTRATIVE STAFF AND FACULTY

A. Recruitment and Retention of Traditionally Underrepresented Groups Among Students

1. **Strategic Enrollment Plan** – As part of our plan, the following recruitment strategies have been implemented:

- a) Utilized student hosts to visit home high schools to speak with guidance staff.
- b) Continued current assessments (EBI, SSI, CIRP, NSSE) to collect students' perceptions of Salisbury University.
- c) The **Multicultural Leadership Summit** provides leadership training to on-campus student leaders and local high school Juniors and Seniors. The summit is an avenue for local high school students to be exposed to the higher education environment and possibly matriculate to SU in the future. Our student leaders participate as a way of enhancing their leadership abilities. Over 160 students attend this annual event.
- d) Through the **Powerful Connections Program**, aimed at incoming minority students, upper-class students are matched with first-year students from underrepresented groups to assist in the transition from high school to college. Students are able to check in to their permanent residence halls, participate in a variety of workshops oriented to diverse topics, in addition to becoming acclimated to the University campus academically and socially. In 2014, the program welcomed 58 new students, who obtained a Fall grade point average of 2.648. Upper-class mentors obtained a 2014 Fall grade point average of 3.044. The program retention rate for 2013 from Freshman to Sophomore Year was 84%.
- e) During the **Multicultural Visitation Day and Reception**, successful Alumni shared information and perspectives on their positive experiences as undergraduates at Salisbury University with prospective students and their parents.
- f) The Admissions Office hosted 26 diverse student groups on campus for tours and information (and often lunch).
- g) Admissions conducted targeted phone counseling for diverse students.
- h) Admissions Officers attended multiple Fall National Hispanic College Fairs.
- i) Enhanced the tele-counseling program to include: pairing SU students and prospective students with shared backgrounds and interests along with increased phone contacts from SU students and admissions staff.
- j) Promoted Test Optional Admission Policy as a minority recruitment strategy – Test Optional Admission pilot was successful and has been approved as a standard policy.
- k) Continued support of the Way2GO Maryland events for college planning.
- l) Conducted on-the-spot admissions event for targeted high schools with a high minority population.
- m) Developed recruitment partnerships with college access programs that assist diverse students.
- n) Initiated a partnership with the education department for the recruitment of diverse students.

2. **Recruitment, Retention and Success of STEM Students:** Through significant outreach, recruitment, and retention efforts over the past several years, we have dramatically increased enrollments of minority and female students in several STEM majors (see below). Growth of under-represented groups (minorities and females) has increased dramatically in nearly all our STEM majors compared to overall enrollment growth.

Total Minority Student Enrollments	Fall 2009	Fall 2014	% change minority students	2009 all students	2014 all students	% change all students
Biology	114	165	45%	526	593	13%
Chemistry	30	33	10%	80	112	40%
Computer Science	17	48	182%	80	160	100%
Geography/Earth Sc.	12	19	58%	109	125	15%
Mathematics	8	17	113%	99	145	46%
Physics	13	25	92%	66	116	76%
Total	194	599	58%	960	1,251	30%
Total Female Enrollments	Fall 2009	Fall 2014	% change female students	2009 all students	2014 all students	% change all students
Biology	330	363	10%	526	593	13%
Chemistry	29	71	145%	80	112	40%
Computer Science	7	29	314%	80	160	100%
Geography/Earth Science	25	37	48%	109	125	15%
Mathematics	49	80	63%	99	145	46%
Physics	8	19	138%	66	116	76%
Total	448	599	34%	960	1,251	30%

Our outreach, recruitment and retention efforts have included Science Nights at SU, Science Camp@SU, establishing a chapter of Scientista (student group focused on supporting women in science) on our campus, visits to and by high schools, active marketing including social media and campus events and undergraduate research experiences. For example, on February 27, 2014, SU co-sponsored Girls who Get IT and Women in Technology events for high school and college students respectively (with NetAPP; attendance > 400 students (mostly female, ~40% minority)). The goal of these events was to introduce students to careers in technology (ranging from bioinformatics to systems analysis) and the paths that women take to these careers. Panelists (all women) included: an Aerospace Engineer from NASA Wallops Flight Facility, an educational consultant at Dewberry, the IT Manager at K&L Microwave, a VP at NetApp, an AAAS fellow and evolutionary biologist, the CIO of Perdue Farms and an IT Developer from SU. Networking events followed the panels which gave participants practical experience in connection-making.

3. Supplemental Instruction (SI): Ask, Learn, Succeed – Closing the achievement gap: The SI program earned Level I certification through the College Reading & Learning Association's (CRLA) International Mentor Training Program Certification (IMTPC) in July 2014.

a) In Fall 2014, 52% of all students enrolled in SI courses (1,577 students) attended sessions. Students visited SI sessions over 10,888 times throughout the semester. The mean final course grade of SI participants was 2.49 compared to 2.34 of students who did not attend. As a result of SI attendance, students reported: greater clarity with course concepts and better performance on course tests, improved study skills, increased confidence with course material, and increased interaction with classmates. The average cumulative GPA of SI leaders was 3.60 for the Fall semester.

b) In Spring 2014, 51% of all students enrolled in SI courses (1,284 students) attended sessions. Students visited SI sessions over 7,690 times throughout the semester. The mean final course grade of SI participants was 2.53 compared to a 2.24 of students not attending SI. The average cumulative GPA of SI leaders was 3.58 for the Spring semester.

4. International Students – The total enrollment of non-immigrant international students (as defined by Department of Education) increased by 25% from 206 during Fall 2013 to 258 in Fall 2014. The total enrollment of non-immigrant international students (as defined by Department of Education) climbed to approximately 2.9% of total enrollment, a new record. Notable initiatives include:

- a) Fifty degree-seeking undergraduates and graduate students have graduated from SU's English Language Institute (ELI) and entered academic programs by the end of 2013. The ELI now ranks fourth, behind New Jersey, Delaware, and Pennsylvania, as a source for non-resident students enrolled in undergraduate and graduate degree programs at SU. The ELI employs six full-time teaching faculty, 10-12 part-time instructors and a small administrative team. It has achieved all of its growth without funding from University operational funds. It is a self-supporting unit, generating positive revenue that is now being used for international faculty development, international recruiting and other initiatives.
- b) Anqing Normal University in China currently enrolls 50 sophomores and 60 freshmen in the 3+1 dual degree program in Interdisciplinary Studies (IDIS) and 60 additional freshmen in the 2+2 dual degree program in Economics. The first two cohorts of 30 junior Economics majors and 30 senior IDIS majors are expected on campus for Fall 2015.
- c) West Anhui University in China signed an Agreement with SU for a 3+1 dual degree program in Interdisciplinary Studies with 5-10 students expected to arrive at SU Fall 2015. Seven students from West Anhui University enrolled as transfer students in Fall 2014 prior to formalizing the agreement;
- d) Reached an agreement with Aoyama Gakuin University, Tokyo, Japan to host an estimated thirty visiting students each semester in the ELI starting Fall 2016. The initiative is part of the creation of a new School of Global Studies and Collaboration at Aoyama Gakuin University;
- e) Began collaboration with BR Education Consultants in southern Florida in support of admission of Latin American students. Enrolled first Venezuelan student in ELI Fall 2014 and as a degree-seeking freshman in Spring 2015 through partnership. Three additional applications are in process for Fall 2015;
- f) Signed new agreements with two private English language centers on the West Coast (Columbia West College in Los Angeles and Portland English Language Academy) to facilitate enrollment of international students from those west coast centers;
- g) Signed addendum to Agreement with Center for Advanced Studies, Tokyo, Japan to expand transfer protocol currently operating with Kanda Institute for Foreign Languages in Tokyo to new instructional site in Yangon, Myanmar. New effort to establish presence in the emerging higher education sector in Myanmar;
- h) Began collaboration with consultant on expansion of international partnerships in Middle East and Latin America. Further developments expected 2015-16;
- i) Welcomed three more transfer students in Spring 2014 from Kanda Institute for Foreign Languages in Japan. Kanda is a two-year college. The MOU articulates a 2+2 degree program facilitating enrollments into SU. There are now six degree seeking students enrolled at SU through this partnership;
- j) Placed an additional ad in The Washington Diplomat (two total). Its 120,000 readership includes 180+ embassies in D.C., United Nations offices, governments and private companies. SU also is again featured in the International Student Guide, with 50,000 copies distributed to student advisory offices of Fulbright Commissions, embassies and other exchange organizations in some 20 countries.

5. Other recruitment and retention initiatives:

- a) **Academic Support (through) Active Partnerships (with) Schools (ASAPS)** – In existence for over 5 years, the ASAPS program brings local students to the SU campus for entrepreneurial learning experiences that address the developmental, social, emotional and academic needs of youth from low-income, low-performing, often underrepresented groups. An additional program mission is to have the students view themselves as part of the University community rather than distant observers.
- b) **Dual Degree Program in Sociology & Social Work in collaboration with the University of Maryland Eastern Shore (UMES)** – This program, spurred by the relative shortage of minority social workers on the Lower Eastern Shore, allows students to earn both a Bachelor of Arts in Sociology from UMES and a Bachelor of Arts in Social Work from SU in four years. The goal of the program is to prepare graduates for entry-level professional social work positions, state social work licensure, and graduate education. There are 33 students currently enrolled in the program, of which 11 are expected to graduate in Spring 2015.
- c) **NCAA/Internship** – \$20,100 Year 1 of 2. This grant is a two-year paid internship that provides an opportunity for a gender and/or ethnic minority in intercollegiate athletics.
- d) **NSF Grant – Research Experiences for Undergraduates (REU)** – The EXERCISE (Explore Emerging Computing in Science and Engineering) REU program was recently awarded a 3-year renewal for 2015-2017. EXERCISE REU is an interdisciplinary project that explores emerging paradigms in parallel computing. The project, led by a female minority faculty, has been successful in recruiting underrepresented students and aims to attract more students including those from local HBCUs in the next three-year phase.
- e) **Respiratory Therapy Program at USG** – Given its location and seamless support for transfer students, SU's Respiratory Therapy program at USG continues to enroll many minority students each year (current minority enrollment in RT at USG is ~84%). Further, these students tend to be new Americans, coming from countries like Togo, Cameroon, Ethiopia, Pakistan, Ghana, Colombia and India.
- f) **Social Work Department Title IV-E program** through the MD Department of Human Resources provides scholarships to underserved social work students annually. The Title IV-E program has assisted SU students for over ten years and the students agree to participate in child welfare training events and ultimately seek employment in Maryland's public child welfare programs upon graduation.
- g) **US Dept. of Education – Office of English Language Acquisition** – Year 4 of 5, \$400,000. Training and retaining Grades K-12 Eastern Shore Teachers –TARGET (Phase II) – The project targets STEM and content-area, middle/high-school teachers and aims to provide TESOL training to instigate improved English learner college-bound rates.

B. Recruitment and Retention of Traditionally Underrepresented Groups Among Faculty and Staff

- 1. **Hiring Procedures** – The search process continues to be reviewed and monitored to ensure compliance with all regulatory federal and State laws. An important tool that monitors and tracks diversity is the Recruitment Plan which addresses diversity on two fronts: (1) the makeup and selection of the search committee to ensure it has a diverse representation, and (2) careful tracking of the job posting venues where the available positions are advertised; this encourages a wider scope of potential candidates to interview and raises institutional awareness. The second tool that continues to be instrumental is the Candidate Pool/Finalist Report. This

report tracks the progress of the search and ensures that the diversity of those selected for interview reflects the diversity of the original pool of candidates.

2. Targeted Advertisement – SU placed additional ads in *Diverse: Issues in Higher Education*'s 30th anniversary edition and the usual Hispanic Heritage edition. SU also appeared in the Hispanic Association of Colleges and Universities national conference program and in an Equal Opportunity Council magazine, as well as two annual Hispanic Outlook issues. All promoted SU's reputation for quality and excellence for potential job seekers and others.

3. Sponsorship Program/International Faculty – In an effort to support faculty diversity and ensure attracting highly qualified international faculty, the University will coordinate the petition process and pay for the customary fees in securing the non-immigrant visa. In addition, to ensure retaining highly qualified and effective faculties once the faculty member has successfully completed their first evaluations the University will continue the non-immigrant's sponsorship by coordinating the petition process and paying for the customary fees in securing permanent residency. This program supports the attraction and retention on average of three culturally diverse, highly qualified faculty members per year. Since the year 2000, 80% of faculty who benefited from the immigration sponsorship program have been retained by the University. SU welcomed a continuing flow of J-1 Visiting Scholars to teach on the faculty in non-tenure track positions:

- a) Four non-resident aliens teaching part-time as part of the J-1 Visiting Scholar program during Spring 2014.
- b) Two additional non-resident aliens plus one continuing non-resident alien from Spring 2014 teaching part-time as part of the J-1 Visiting Scholar program during Fall 2014.
- c) Arrival in December 2014 of inaugural Mitzi Perdue Global Scholar co-sponsored by Perdue Community Foundation and the Institute for International Education Scholar Rescue Fund (IIESRF). The faculty member and his family are refugees from Aleppo, Syria displaced from their home by the Syrian civil war. He began lecturing and tutoring on campus during Spring 2015 and will begin teaching credit-bearing courses Fall 2015.
- d) During academic year 2014-2015 SU sponsored a total of eight J-1 Visiting Scholars.
- e) During Spring 2014 SU simultaneously hosted two Fulbright scholars from Sri Lanka and Estonia. SU had hosted only one Fulbright scholar in the past during academic year 2000-2001.

III. EFFORTS DESIGNED TO CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS AMONG STUDENTS, FACULTY, AND STAFF ON CAMPUS

A. Faculty and Staff Cultural Training Programs

1. Henson School Seminar – Dr. Rob Shaw (Assistant Executive Director and Psychometrician, National Board for Respiratory Care) gave a lecture on "The workplace and standardized testing; the role of civil rights movement in refining thinking about testing fairness."

2. Safe Space Training – The Office of Institutional Equity sponsored six workshops designed to help people reduce the often unwelcoming and even hostile environments in which Lesbian, Gay, Bisexual, Transgender, Questioning, Transgender and Intersex (LGBTQI) people navigate in their daily lives. Using a hands-on approach, participants examine their role and responsibility in creating a more welcoming environment at work, school and civic or social organizations. As of Spring 2015, this co-curricular training opportunity is also available to all students.

3. TRiO Achieve-SSS & Perdue School of Business Partnership – In 2015, TRiO has partnered with Perdue School of Business to improve the academic support of minorities in areas of admission to gated programs and professional mentoring. It also began facilitating a

Professional Mentor Social. The event brings together campus faculty, staff and community professionals from different disciplines. Students are able to engage in positive interaction outside the classroom. Faculty and staff learn more about the personal and professional goals of students.

B. Curricular Initiatives that Promote Cultural Diversity in the Classroom

1. Education– Annual workshop for pre-service teachers on teaching the Holocaust in middle school and high school. SU is one of only ten university partners in the country for this program. This initiative is led by Seidel School faculty members. The program, funded by the USHMM, will run on May 1, 2015.

2. English – The new minor in Ethnic and Global Literature allows students to focus on a range of ethnic and global literatures, including the Native American, Latino/a, African-American, South Asian, and African traditions.

3. History – New hires with specialties in African-American, South Asian and East Asian History join a recent hire in African History. The three non-Western fields are first-time hires in these specialty areas, representing a broader coverage of the full human experience. In addition to History programs (undergraduate and graduate), courses taught in these fields support programs in Conflict Analysis and Dispute Resolution (undergraduate and graduate) and International Studies.

4. Modern Languages – In support of the Fulton Schools relatively new foreign language requirement for all undergraduate programs, the department offers introductory language and culture study in a variety of world languages, including Arabic, Chinese, German, Italian, Japanese, Korean, Portuguese and Russian in addition to Spanish and French, in which SU offers majors.

5. Nursing – Nearly every theory and clinical course in the undergraduate degree curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral (DNP) program, launched in Fall 2012, has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced. This program prepares advanced-practice nurses to manage complex health needs in a cost-effective and collaborative manner. The curriculum emphasizes the use of evidence-based practice and technology to guide administrative and clinical decisions, as well as policy development. DNP graduates practice at the highest level, whether working with individuals, groups or organizations, and serve as leaders in health care for the state and region.

6. Education Abroad – 260 SU students studied abroad for academic credit during AY 2013-2014, which represented a 29% decrease from AY 2012-2013. There was a 21% increase in semester-long study abroad programs from AY 2012-2013, and a 46% decrease in short-term program (less than eight weeks) from AY 2012-2013.

a) Salisbury Abroad portfolio of semester-length study abroad continued to advance in the integration of the programs into academic majors, minors, and general education.

b) Record number of semester-long study abroad students at SU, a full 14% greater than the next most successful year for semester-long study abroad in AY 2011-2012.

c) Salisbury Abroad portfolio expanded offerings for semester-length study abroad by adding one new program during 2014 for a total portfolio currently of 11 programs: Hong Kong (2014), England (2013), South Korea (2013), France (2013), Cyber Security in Estonia (2013), Scotland (2012), Spain (2011), Italy (2011), China (2010), Estonia (2010), and Ecuador (2009).

d) Additional Salisbury Abroad sites currently under development: Ghana, Chile, New Zealand, and School for Field Studies – Worldwide.

e) TRiO is working to reduce the racial disparity of African-Americans who study or travel abroad. TRiO help students overcome some of their fears of international travel

by providing additional preparation services and partnerships with peer mentors and faculty who have study abroad experience. Peer mentors provide tutoring for conversational Spanish and French. Participants receive help to complete scholarship applications available for international travel. Eight program participants have studied abroad since the TRiO program began in 2010. Students have studied in Spain, Ecuador, Iceland and Italy. Most recently, two students spent a summer volunteering and conducting research in South Africa. Five program participants took part in a global learning experience in Cuba during the 2014-2015 winter break and two more students studied abroad in Germany during the same winter break. (Students are funding 100% of the trips to Cuba and Germany).

C. Co-Curricular Programming:

1. Academic Affairs Programming:

- a) **American Spiritual Ensemble residency and performance** – This group, now in its twentieth year, made its fourth visit to Salisbury. Including an SU assistant professor in the Music department, the group is dedicated to the preservation of the Negro Spiritual musical tradition combining African and Western traditions.
- b) **Inaugural Frost Pollitt Lecture** by Rev. David Brown – “This is My Story; This is My Song: Connecting the Shared History of African Americans in United Methodism.”
- c) **Fulton Faculty Colloquium** – This series showcases the broad cultural diversity reflected in Fulton faculty members’ scholarly interests. In 2014-2015, it included sessions on twentieth century African American intellectuals George Schuyler and Samuel Brooks, Brasilia and the shaping of modern Brazil, author Marta Lynch and her ties to the dictatorship in Argentina during the Dirty War, Approaching the subject of tolerance through the work of Afro-Caribbean (French) writer Serge Bilé and the revision of SU’s Safe Spaces program aimed at increasing understanding of issues facing GLBTQ faculty, staff and students.
- d) **Surviving the Holocaust** – Film and discussion focusing on rescue of 1,300 European Jews from Germany and Austria who were given refuge in the Philippines prior to the outbreak of World War Two, including research by History faculty member.
- e) **Work. Respect. Dignity: Shared Images and Stories of Maryland’s Eastern Shore Immigrants** – University Galleries exhibited photographs by Earl Dotter, a project of the Migrant Clinicians’ Network, made possible by a grant from the Maryland Humanities Council. Reception and panel discussion on September 18, 2014 included presentations by Fulton School faculty members. Exhibit documented the wide variety of work being done by immigrants, and event included the individuals represented in the photographs.

2. Cultural Affairs Programming: Europe: Old & New – This programming was designed to serve multiple constituencies, including, but not limited to, students, faculty and staff at SU, the elderly, and the children in the greater Salisbury area. Cultural events included:

- a) **Ambassador Lecture Series** – The University hosted two lectures as part of this series in the Fall: “The International Court: From Nuremberg to Kampala & Beyond” with **Ambassador Božo Cerar** (Republic of Slovenia) and “Success Story of Slovakia in Europe” with **Ambassador Peter Kmec** (Slovak Republic).
- b) **Bridges to the World International Film Series** – World Artists Experiences and the International Division of Maryland’s Office of the Secretary of State sponsor screenings of five international films chosen by the embassies of each respective country. Each film is introduced, screened and followed by a discussion. In Spring 2015, screenings included: Monrak Transistor (Thailand), Finding Gaston (Peru), Mosquitoes’ Tango (Slovakia), Kora [One Mile Above] (China), and Maasai (Kenya). This series had attendance of 400.

- c) **Cristina Pato & the Migrations Band** – In connection with Hispanic Heritage Month, SU hosted a musical event with this internationally acclaimed Galician bagpipe master and classical pianist. The event, free and open to the public, had attendance of more than 600.
- d) **Distinguished Faculty Lecture Series** – The University hosted three lectures by faculty members in Fall 2014: “East – West European Choral Traditions” with Dr. William Folger (Music), “The Spark: The Death of an Obscure Archduke Starts the Great War” with Dr. Greg Ference (History), and “The Elizabethan Playhouse: Symbolism, Mysticism, and Politics in Practice” with Dr. Paul Pfeifer (Theatre & Dance).
- e) **Empires: The Medici: Godfathers of the Renaissance** – This film series tells the story of a violent, dramatic and compelling age; a critical turning point in Western history. This series was held over four weeks, with attendance of 250.
- f) **Renaissance Joust** – The University will host a Renaissance joust by Blue Run Jousting and celebrate the spectacle of a medieval tournament. Guests spend an afternoon in Old Europe with food, fun and merriment. This event coincides with “Open House” Admissions event for prospective students and their family, and showcases the activities that SU offer.
- g) **Russian National Ballet** – Salisbury University had the honor of presenting two full-length ballets performed by the Russian National Ballet. On Tuesday, March 10, 2015 the classic ballet “Swan Lake” was performed and on Wednesday, March 11, 2015 the classic ballet “Cinderella” was performed. These events, free and open to the public, had combined attendance of more than 1400.
- h) **The Duquesne University Tamburitzans** – The Duquesne University Tamburitzans capture the indomitable spirit of Eastern Europe and neighboring cultures through music, song and dance. Now celebrating more than 75 years, the Tamburitzans continue to blend old world traditions with new concepts, ideas and choreography. The event, free and open to the public, had attendance of 600.
- i) **V4 Film Series: Societies in Motion** – This film series showcases films portraying the rapid social changes in Central European countries following the fall of the Iron Curtain and how Visegrad Group (V4) countries – namely, Poland, Hungary, Czech Republic and Slovakia – deal with the ghosts of their communist past. Films included: Kontroll (Hungary), Mosquitoes’ Tango (Slovakia), Kawasaki’s Rose (Czech Republic), and The Mole (Poland).
- j) **Vienna Boys Choir** - The Vienna Boys' Choir is one of the oldest boys' choirs in the world. For nearly 500 years it has been an enduring symbol of Austria. The event, free and open to the public, had an attendance of 700.
- k) **World Artists Experiences** – as part of this program, which aims to bridge international understanding through cultural and citizen diplomacy in communities, colleges and schools through the use of the arts as an international language, the University hosted the **Bratislava Boys Choir** (Slovak Republic) and accordion artist **Petar Marić** (Republic of Serbia).

3. **Student Affairs Programming:**

- a) **Diversity University** – Using slam poetry and role-playing presenters Julia Garcia and Angel Avila uncover all the layers of diversity, including gender, race, sexuality, physical disabilities, socioeconomic circumstances, and more. Event offered as part of New Student Orientation.
- b) **Housing and Residence Life Programming** – The objective of the diversity component in this model is to increase student awareness in the areas of social justice, cultural backgrounds, sexual orientation, gender identity and religious differences. The programs are creatively marketed in each building and attendance is voluntary. There

have been 31 Diversity/Inclusion awareness programs as of March 13, 2015 with an average attendance of 45 students.

c) **Jeff Johnson lecture** – Renowned former host on BET and MSNBC correspondent, Jeff Johnson delivered a message that has had critics raving and asking "Who will lead our future generation?" Lecture focused on empowering African American students. The event was open to all students.

d) **Magdalen Hsu-Li/Redefinition of Identity Lecture** – A one-hour interactive "human interest" lecture exploring the search for "cultural identity" through the personal story of the presenter as an "out,"² Asian American, woman growing up in the rural south, overcoming obstacles such as racism, prejudice, stereotyping, homophobia, bi-phobia within the LGBT community, filial piety, and a severe disability (Tourette's Syndrome), allowing for a greater level of understanding about identity among student participants. The event was open to the entire SU community.

e) **iO Tillett Wright** – As part of the **10,000 Faces Project**, students and staff who identified as anything other than 100% straight were invited to be photographed as part of Wright's Self Evident Truths project, which aims to humanize a vast community through the simplicity of their faces, showing that we come in all shapes, sizes, races, and social strata, thus making it harder for people to discriminate against them. Additionally, SOAP hosted **50 Shades of Gay**, a gay rights discussion event starring iO Tillett Wright. The event was open to all students.

f) **Stop Hatin' Week** – Yearly University-wide event included display of messages from students speaking out against hate, a lecture by Dr. Manav Ratti, a screening of the movie *Selma*, and an open mic night in which students were given the opportunity to express themselves and their experiences through poetry and music.

D. **Report on Campus Hate-Based Crimes and Bias-Motivated Incidents** – According to Salisbury University's 2014 Annual Security Report, **no campus hate-based crimes were reported to Campus Security Authorities** during the latest reporting period.

IV. **OTHER INITIATIVES THAT ARE CENTRAL TO THE UNIVERSITY'S CULTURAL DIVERSITY PLAN**

A. **Administrative Coordination and Accountability** – The 2014-2018 Strategic Plan called for the creation of the Office of Institutional Equity (OIE) to centralize administrative functions related to equity and diversity on campus. This office provides training and enforcement of fair practices and Title IX regulations, and houses the Office of Diversity. Under the leadership of the Associate Vice President of Institutional Equity, the office staff has expanded to include: a Complaint Resolution and Compliance Specialist, a Fair Practices Coordinator, and a Diversity & Inclusion Specialist.

B. **Training and Compliance Initiatives** – The OIE coordinates the delivery of training and compliance initiatives to the campus community. In Spring 2015, faculty, staff and student employees will be required to complete trainings on Preventing Discrimination and Sexual Violence: Title IX, Violence Against Women (VAWA) and Clery Act, Equal Employment Opportunity (EEO) Laws & Discrimination Prevention, and Family Educational Rights and Privacy Act (FERPA) for Higher Education. In collaboration with other departments, the OIE also delivers custom and/or targeted training opportunities. In 2014, these included anti-

² "Coming Out" refers to the process of acknowledging one's sexual orientation and/or gender identity to other people.

discrimination and Title IX training for Housing and Residence Life staff, incoming undergraduate students, graduate assistants, student groups, etc.

- C. **University Governance** – The Cultural Diversity and Inclusion Consortium Committee, which underwent extensive review and was renewed in the 2014-2015 academic year, assists campus leadership in weaving the diversity strategy throughout the University through providing advice, monitoring the campus climate as it relates to diversity, inclusion and equity, advocating for diversity and inclusion throughout the institution, advising on the recruitment and retention of a diverse faculty, staff and student body, developing programs and initiatives to promote the University's diversity goals and support community members, building networks to support the diversity mission, monitoring implementation of diversity goals of the Strategic Plan, and assessing progress and setting goals for improvement. The Committee includes a cross-section on various campus constituencies, including faculty, staff and students (graduate and undergraduate).
- D. **Awards and Recognition:** Since 2007, the President and the Office of Diversity have honored the achievements and service of members of the campus community who make extraordinary contributions to promote the appreciation and understanding of cultural diversity at Salisbury University. In recognition of President Janet Dudley-Eshbach's commitment to enhanced diversity, the award has been renamed the "President's Diversity Award." In 2014, Mr. Vaughn White, Ms. Chelsey Toback, Dr. Chrys Egan, Ms. Gloria Chibueze-Azing, Ms. Kimberly Clark-Shaw, and Dr. Robert Joyner were the recipients of this prestigious award.
- E. **Community Initiatives** – The University continues to work with local and regional governmental and private entities to make the Salisbury area more accepting of diverse populations, as well as meet their identified needs.
 - 1. **BEACON** – The *Business Economic and Community Outreach Network*, of the Franklin P. Perdue School of Business at Salisbury University, offers business, economic, workforce, and community development consulting and assistance services to a variety of organizations, including businesses, government agencies, and non-profit community-based organizations. Its cultural diversity activities included:
 - a) **Bienvenidos a Delmarva** – The network of over 55 regional organizations that interact with our non-native born population holds monthly meetings on topics of interest and maintains an online news exchange. The Office of Government and Community Relations worked very closely with community partners to begin dialogues to initiate targeted admissions events to members of non-native communities. We are in the early stages of working with members of the Hispanic and Haitian communities to develop admissions seminars to educate community members about the application process and financial aid. It is our hope that this will increase the diversity of our campus community.
 - b) **Language Accessibility** – BEACON has launched an initiative to translate various BEACON initiative websites into Spanish. The first initiative to launch its Spanish website was, naturally, the *Bienvenidos a Delmarva* initiative.
 - c) **MOWER Grant from MHEC** – Last year, BEACON received a two-year MHEC MOWER (Maryland Offshore Wind Energy Research) grant to study the potential hurdles and obstacles to minority business enterprises entering the supply chain of the emerging offshore wind energy sector in Maryland. As part of this project, BEACON is also studying the potential hurdles and obstacles to unserved and underserved populations accessing workforce development opportunities in this sector. The project ends in June 2015.
 - d) **DLLR EARN MD Project Evaluation** – Last Year, BEACON joined forces with the Maryland Department of Labor, Licensing, and Regulation (DLLR) to measure the effectiveness of 28 EARN Maryland (Employment Advancement Right Now) projects throughout the State of Maryland. A major component of this work entails

verification that the 28 projects encourage participation by unserved and underserved populations.

2. Maryland Summer Center for the Arts Program – Jack Kent Cooke/MSDE - \$35,183 partial funding for the 2014 Maryland Summer Center for the Arts Program. In 2014, \$23,800 of the funds were devoted to underserved, low-income students for the two-week residential arts program at Salisbury University. **Northrop Grumman/MSDE** - \$3,220 for MSCA – partial funding for use in 2014 summer center program.

3. Small Business Development Center (SBDC) – SBDC Eastern Region receives MD State and Small Business Administration (SBA) funding through the University of Maryland College Park SBDC in an effort to assist small businesses on the Eastern Shore of Maryland. The SBDC program provides many training sessions and one of their additional objectives is to work to help minorities participate in the free enterprise system through government procurement classes offered at SU and Chesapeake. They co-sponsor training classes in an effort to improve minority clients' success and work with the Maryland Capital Enterprises who provides micro loans to a predominately minority clientele.

F. University Publications & Marketing

1. Nondiscrimination Notices – The OIE and the Publications Office collaborated for the creation of four versions of the University's nondiscrimination statement, including contact information for the Title IX/Fair Practices Officer, for inclusion in marketing materials for SU programs and events.

2. Panorama – The Office of Government and Community Relations translated our Cultural Events publication, *Panorama*, to Spanish so that members throughout the Hispanic community would be aware of different musical, theatrical, and cultural events happening on campus. We will continue expanding this initiative to incorporate other cultures and languages as well.

G. Alumni Relations & Development

1. Alumni Events – The University sponsors many events that promote cultural awareness and engage our alumni, including the sponsorship of the Multicultural Jazz Social, Alpha Kappa Alpha Sorority Inc. (AKA) for a breakfast honoring SU's Black Greek Fraternities and Sororities, and the African American Alumni Weekend and LAMBDA Society Rainbow Reunion during Homecoming Weekend.

2. Women's Circle – This initiative seeks to connect women to Salisbury University by creating opportunities to engage members with cultural and intellectual events on campus and by facilitating interactions between students and members. The Women's Circle of Salisbury University created an endowed annual financial award given to students on the basis of merit, community involvement and financial need. In Spring 2015, Hala McIver, Women's Circle member, business woman and human rights activist spoke about her work with Egyptian street children, her advocacy efforts in Washington, DC and the creation of a non-profit to reach these underserved populations in Third World Countries.

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

Demographic Data Supplement

TABLE 1.1: *Comparison* Table for Tenure/Tenure Track Faculty

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	17	5.6%	11	6	22	7.0%	15	7	20	6.3%	14	6	21	6.4%	14	7
American Indian or Alaska Native	1	0.3%	0	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	14	4.6%	10	4	19	6.1%	10	9	21	6.7%	13	8	25	7.7%	14	11
Hispanic/Latino	3	1.0%	2	1	5	1.6%	3	2	5	1.6%	3	2	5	1.5%	2	3
White	256	84.2%	150	106	260	83.1%	149	111	261	82.9%	149	112	267	81.9%	150	117
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Nonresident Alien	12	3.9%	4	8	5	1.6%	2	3	4	1.3%	2	2	4	1.2%	2	2
Did not self identify	1	0.3%	1	0	2	0.6%	1	1	4	1.3%	3	1	4	1.2%	3	1
Total	304	100.0%	178	126	313	100.0%	180	133	315	100.0%	184	131	326	100.0%	185	141

Source: EDS file.

Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.

Note 2. Faculty numbers for 2012-13 and later include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)

Note 3. Faculty numbers for 2014-15 and later include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18)

	Headcount Change	% Change
Change in Tenure/ Tenure Track Faculty between 0809 and 1415	22	7.2%
Minority Faculty	16	45.7%

TABLE 1.2: Comparison Table for Non-tenure Track/Other Faculty

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	11	3.1%	6	5	12	3.3%	5	7	12	3.4%	4	8	10	3.0%	5	5
American Indian or Alaska Native	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1
Asian	4	1.1%	0	4	9	2.5%	1	8	9	2.6%	1	8	11	3.3%	0	11
Hispanic/Latino	6	1.7%	1	5	7	1.9%	1	6	6	1.7%	1	5	6	1.8%	1	5
White	276	78.6%	91	185	325	89.3%	93	232	316	89.8%	92	224	300	88.8%	98	202
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	3	0.8%	1	2	2	0.6%	1	1	3	0.9%	2	1
Nonresident Alien	2	0.6%	1	1	0	0.0%	0	0	1	0.3%	0	1	3	0.9%	1	2
Did not self identify	51	14.5%	24	27	7	1.9%	3	4	5	1.4%	3	2	4	1.2%	2	2
Total	351	100.0%	123	228	364	100.0%	104	260	352	100.0%	102	250	338	100.0%	109	229

Source: EDS file.

Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.

Note 2. Based on revisions to the EDS submission layout, faculty numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)

Note 3. Based on revisions to the EDS submission layout, faculty numbers for 2014-15 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18)

	Headcount Change	% Change
Change in Non-tenure//Other Faculty between 0809 and 1415	-13	-3.7%
Minority Faculty	9	40.9%

TABLE 2: Comparison Table for Staff

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	340	34.9%	106	234	350	34.8%	122	228	363	33.2%	121	242	378	35.2%	122	256
American Indian or Alaska Native	1	0.1%	0	1	1	0.1%	1	0	4	0.4%	2	2	2	0.2%	0	2
Asian	11	1.1%	5	6	12	1.2%	7	5	14	1.3%	9	5	11	1.0%	6	5
Hispanic/Latino	9	0.9%	3	6	27	2.7%	10	17	23	2.1%	9	14	29	2.7%	11	18
White	598	61.5%	242	356	595	59.1%	239	356	667	60.9%	277	390	630	58.7%	249	381
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	2	0.2%	1	1	2	0.2%	1	1	1	0.1%	0	1
Two or more races	N/A	N/A	N/A	N/A	9	0.9%	4	5	11	1.0%	3	8	11	1.0%	5	6
Nonresident Alien	2	0.2%	0	2	1	0.1%	1	0	2	0.2%	1	1	0	0.0%	0	0
Did not self identify	12	1.2%	6	6	10	1.0%	2	8	9	0.8%	2	7	11	1.0%	3	8
Total	973	100.0%	362	611	1007	100.0%	387	620	1095	100.0%	425	670	1073	100.0%	396	677

Source: EDS file.

Note 1. Staff numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Unknown, Executive/Admin, Professional, Clerical, Technical, Skilled Crafts, or Service/Maintenance.

Note 2. Staff numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Legal, Arts, & Media (14); Archivists, Curators, & Museum Technicians (21); Library Technicians (23); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff (31)

Note 3. Staff numbers for 2014-15 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Social Service, Legal, Arts, Design, Entertainment, Sports & Media (14); Archivists, Curators, & Museum Technicians (21); Librarians (22); Library Technicians (23); Student & Academic Affairs & Other Education Services (24); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff (31)

	Headcount Change	% Change
Change in Staff between 0809 and 1415	100	10.3%
Minority Faculty	71	19.7%

TABLE 3.1: Comparison Table for Undergraduate Students

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	841	11.6%	395	446	880	11.0%	370	510	933	11.7%	388	545	998	12.5%	416	582
American Indian or Alaska Native	36	0.5%	18	18	19	0.2%	7	12	20	0.2%	7	13	32	0.4%	9	23
Asian	198	2.7%	102	96	199	2.5%	80	119	200	2.5%	79	121	206	2.6%	90	116
Hispanic/Latino	191	2.6%	89	102	361	4.5%	174	187	352	4.4%	168	184	323	4.0%	142	181
White	5877	80.7%	2604	3273	6030	75.7%	2617	3413	5860	73.2%	2543	3317	5738	71.8%	2449	3289
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	5	0.1%	4	1	6	0.1%	5	1	10	0.1%	6	4
Two or more races	0	N/A	N/A	N/A	219	2.7%	97	122	296	3.7%	126	170	292	3.7%	130	162
Nonresident Alien	47	0.6%	14	33	78	1.0%	34	44	109	1.4%	55	54	139	1.7%	64	75
Did not self identify	91	1.2%	44	47	178	2.2%	71	107	228	2.8%	108	120	259	3.2%	129	130
Total	7281	100.0%	3266	4015	7969	100.0%	3454	4515	8004	100.0%	3479	4525	7997	100.0%	3435	4562

Source: EIS

	Headcount Increase	% Increase
Change in Undergraduate Students between 0809 and 1415	716	9.8%
Undergraduate Minority Students	595	47.0%

TABLE 3.2: Comparison Table for Graduate Students

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	49	8.3%	14	35	76	11.0%	21	55	79	12.4%	19	60	93	12.0%	18	75
American Indian or Alaska Native	3	0.5%	1	2	1	0.1%	0	1	1	0.2%	0	1	2	0.3%	1	1
Asian	6	1.0%	2	4	10	1.5%	4	6	2	0.3%	1	1	10	1.3%	0	10
Hispanic/Latino	7	1.2%	4	3	14	2.0%	1	13	13	2.0%	5	8	22	2.8%	7	15
White	496	84.5%	139	357	564	82.0%	169	395	516	80.8%	134	382	575	74.4%	151	424
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	4	0.6%	2	2	10	1.6%	1	9	14	1.8%	2	12
Nonresident Alien	17	2.9%	7	10	8	1.2%	2	6	10	1.6%	5	5	15	1.9%	4	11
Did not self identify	9	1.5%	3	6	11	1.6%	4	7	8	1.3%	3	5	42	5.4%	14	28
Total	587	100.0%	170	417	688	100.0%	203	485	639	100.0%	168	471	773	100.0%	197	576

Source: EIS

	Headcount Increase	% Increase
Change in Graduate Students between 0809 and 1415	186	31.7%
Graduate Minority Students	76	116.9%

Towson University
Progress Report on
Institutional Programs of Cultural Diversity
April 2015

I. Institutional Plan to Improve Cultural Diversity

Towson University's Strategic Plan, *TU 2020: A Focused Vision for Towson University* highlights the institutional goal that TU continue to be recognized as a national model for diversity and closing the achievement gap. The following diversity priorities have been identified in support of this goal: (1) promoting appreciation for and advancement of equity, diversity and inclusion at TU; (2) enhancing recruitment and retention of students from underserved and/or underrepresented populations; (3) closing the achievement gap for first generation, low income and students from underrepresented groups; (4) enhancing recruitment and retention of staff and faculty members from underrepresented populations; and (5) supporting respectful and mutually beneficial community collaboration.

Charged with facilitating the establishment and maintenance of an inclusive campus environment, **TU President's Diversity Coordinating Council (PDCC)** consists of high-level administrators (Interim President, Interim Provost and Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Administration and Finance, Director of Athletics, Assistant to the President for Diversity and Title IX Coordinator, Assistant Vice President of Student Affairs for Diversity and Deputy Chief of Staff) and serves as a discernable example of the priority given to the issues of equity, diversity and inclusion on Towson's campus.

TU's Diversity Action Committee (DAC) is composed of a cross section of members of the academic and administrative divisions of the university as well as student body representatives. The committee exists to support the university's strategic diversity goals and makes recommendations for the success of campus-wide diversity initiatives to the **PDCC**. The committee's six work groups are actively engaged in the following activities:

Campus Climate Work Group: Mission - Supporting the establishment and maintenance of a campus environment that is welcoming and inclusive. Recently, the group reviewed results from a faculty and staff workplace climate survey and prepared a report including recommendations of actions to address identified challenges. Report to be presented to **PDCC** April 2015.

Education and Scholarship Work Group: Mission - Fostering diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. In 2014, the group supported the identification and development of programs for the annual *Tools for Inclusion* series of diversity workshops hosted by TU's academic colleges. The group is currently developing webinar platform to support the roll-out of campus webinar to foster the advancement of diversity and inclusiveness at TU, as well as suggesting format for Provost's Office diversity web presence.

Hate/Bias Response Team: Mission - Providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents. Team was restructured in 2014. Additional information is provided in **Progress on Meeting Goals** section on next page of report.

President's Diversity Awards Work Group: Mission - Supporting the process of gathering nominations and selecting award recipients for TU's annual *President's Diversity Awards Program*. Individual diversity awards (4) are distributed to a staff member, a faculty member – research based, a faculty member – general, and a student. Department awards (2) are distributed to an academic and administrative department.

Representation Work Group: Mission - Supporting the university's ability to seek and maintain fully representative populations within the student, faculty and staff bodies by recommending methods to recruit and retain students and faculty and staff members from historically underrepresented groups. In 2014, continued to review data reflecting representation of faculty, staff, and students from underrepresented populations. The group is currently identifying and developing tools to enhance faculty recruitment.

Student Work Group: Mission - Supporting TU's ability to fully value and appreciate the diverse perspectives of all students, and supporting student development to foster student success. In 2014, group continued to support initiatives to bring *Speak Up!* workshops to TU's student population. Planning is underway for TU's 20th Multicultural Conference: *Exploring Modern Day Segregation* to be hosted in spring 2015.

Progress on Meeting Goals:

Towson University remains committed to achieving excellence by advancing equity, diversity and inclusion. Interim President Chandler continues to charge TU's Assistant to the President for Diversity with the following responsibilities that foster the university's ability to monitor diversity progress: compiling data and information to be brought to the President's Diversity Coordinating Council (PDCC) for action in support of the group's mission to establish and maintain an inclusive campus environment; scheduling of six annual PDCC meetings; preparation of meeting agendas and advising of TU's Interim Provost in leading the PDCC's meetings; identification of action items, and coordination and monitoring

of the advancement of suggested action items; providing leadership to TU's Diversity Action Committee (DAC); overseeing discussions of agenda items; guiding membership in reviewing data and facilitating the development of recommendations for improvements; scheduling of six annual DAC meetings, preparation of meeting agendas, compilation of necessary data and materials for review and assessment of the outcomes of the committee's six work groups to ensure that the committee remains on mission to continuously promote awareness and acceptance of diversity at TU.

Equal Opportunity and Access - Athletics: Minority and Gender Equity: TU's Assistant to the President for Diversity serves as the university's Title IX Coordinator, as well as a member of TU's Intercollegiate Athletics Committee (IAC) Subcommittee on Gender Equity and Diversity. The subcommittee recently completed the development of a program review guide.

Status Report on Campus-Based Hate Crimes and Bias Incidents: Towson University believes that the essential nature of the university requires an atmosphere of acceptance, understanding and appreciation of diverse groups, ideas, and opinions. In support of this commitment, the university has identified a Hate/Bias Response Team, adopted a standard set of procedures for responding to hate/bias incidents or crimes, and provides an online reporting form for the purpose of reporting hate crimes and bias incidents. TU has experienced continual decreases in the number of bias incidents from 23 in calendar year 2010, 18 in calendar year 2011, 3 in calendar year 2012, 2 in calendar year 2013 and 1 in calendar year 2014 (see Appendix 1).

II. Increasing the Numerical Representation of Traditionally Underrepresented Groups

Students (recruitment, retention and graduation): TU is committed to continuing access and student success of individuals from diverse backgrounds that have historically been underrepresented at colleges and universities, particularly racial and ethnic minorities, low-income students, and first-generation students, by continuing its upward trend of enrollment, retention, and graduation for these populations.

Towson University continues to grow the number of undergraduates from underrepresented groups. Students from racial or ethnic backgrounds that have historically been underrepresented now account for almost a quarter of the total undergraduate body at TU (in fact, in fall 2014, minority students comprised 30% (822) of the new first-time, full-time freshmen class, an almost 11% increase since fall 2009 (454, 19%). Similarly the percentage, and number, of TU's entire undergraduate student body that are African-American, first generation, or low income continues to grow.

Increasing the numbers of undergraduate students from these groups is one significant achievement. However, more important is how well these students are retained, progress, and graduate from the university. TU continues to perform extremely well in these capacities, achieving and maintaining a second-year retention rate of 92% for African-American undergraduates, which ranks as the second highest retention rate of African-American undergraduates in the USM and well above the national average (of approximately 70%). Retention rates for all racial and ethnic minority undergraduates have varied a bit over the past several years (ranging from approximately 85 to 90%) but have still met or exceeded the institutional target of 85% and remain one of the highest retention rates of ethnic minority undergraduates in the USM.

One anomaly, however, is that TU's six-year graduation rates for African-American undergraduate students declined from 73% in 2010 to approximately 55% in 2011 and rebounded to 66% in 2014. Similar patterns can be observed, to some extent, in the six-year graduation rates for low-income undergraduates, but not first-generation undergraduates. Six-year graduation rates for first-generation undergraduates have risen steadily from approximately 60% in 2009 to approximately 65% in 2014. The anomaly, the up, down, and back up six-year graduation rates for African-American (and to some extent low income) undergraduates can be explained by an innovative program, the Top Ten Percent Admissions Program.

TU began its Top Ten Percent Admissions Program in fall 2005 with the goals of recruiting, retaining, and graduating students specifically from the immediate Baltimore metropolitan area. Beginning in the fall of 2005, students graduating from high schools in Baltimore City and Baltimore County in the top ten percent of their high school class were guaranteed admission and provided with a scholarship to attend TU. The majority of these students were low-income and/or African-American.

It quickly became apparent that although the general intent of the Top Ten Percent Admissions Program was admirable, a large number of the students entering TU in fall 2005 as part of this program were not well prepared for success in a

college setting. As this first cohort moved to the second year we observed a significant decline in retention and realized that many students in the program with low SAT scores were not successful (see Appendix 2). Consequently, in fall 2006 TU began to offer a segment of the Top Ten Percent Admissions Program applicant's dual admission to Baltimore City Community College (BCCC) or the Community College of Baltimore County (CCBC) rather than direct admission into TU. These students were guaranteed admission to TU upon completion of their AA degree.

This intervention has been successful, as evidenced by TU's high and increasing retention and graduation rates for African-American students. Second-year African-American retention rates have risen from 85% in 2010 to 90% for the 2013 cohort, compared to 84% and 85% for the entire freshman cohort. Six-year graduation rates for African-American students have risen from 55% for the 2005 cohort to 66% for the 2008 cohort, compared to 63% and 68% for the entire cohort (see Appendix 3). We are confident that the six-year graduation rates will continue to increase and will again approach the high 60% to low 70% range as in previous cohorts of African-American students prior to the beginning of the original Top Ten Percent Admissions Program.

TU's TOPS Program is a unique opportunity available to incoming freshmen majoring in Science, Technology, Engineering, and Mathematics (STEM) at TU. The TOPS program currently targets students from underserved high schools in the Baltimore Metropolitan area with an interest in completing a TU STEM degree. TOPS was funded by the National Science Foundation from 2007 through 2013, but is now TU funded. The program provides students with the critical support that they need to succeed, including financial, social, mentoring, academic, life-skill development, etc. TOPS also provides students with opportunities to explore various career options through professional meetings, research experiences, guest speakers, etc. The TU TOPS students begin their academic program with an intensive one-week summer experience that boosts their readiness for their first year. This is followed by intrusive advising, cohort registration, peer tutoring and continuous community support throughout their time at Towson University. Appendix 4 contains retention and graduation data for TOPS students.

TU's Community Enrichment and Enhancement Partnership Award (CEEP) is a grant/scholarship program designed to increase access and success of culturally diverse undergraduate students. CEEP is aimed at retaining students through (a) exposure to academic success strategies and resources, (b) exposure to diverse cultural communities, (c) leadership development opportunities, (d) interaction with faculty and staff, and (e) exploration of graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, and maintain a minimum 2.50 cumulative GPA. Applicants who are first generation college students, demonstrate financial need per FAFSA guidelines, members of diverse cultural communities, and live in the Greater Baltimore Metropolitan Area are most eligible. Additional variables such as living in a single parent household, living and learning in an environment or academic setting that may have hindered achievement of educational goals, and having overcome personal, social, and/or physical obstacles in pursuit of an education are also considered.

Additionally, CEEP award recipients complete an annual assessment and student satisfaction survey. Each recipient must also meet with the CEEP Program Director or designee at least once each semester. CEEP recipient requirements vary according to the student's classification (freshman through senior). Students must adhere to all requirements and may renegotiate their CEEP contract if circumstances require an adjustment. The CEEP award may be rescinded if a recipient does not complete semester or GPA requirements.

Analysis of CEEP Award Data (see Appendix 5)

- It continues to be a challenge to increase the number of male students applying for the CEEP Award. There was an increase in the number of male recipients this past year (from 24 to 27). Marketing to regional high schools, communication with high school guidance counselors, and direct contact with students applying for admission to the university will continue.
- The percentage of participants, based upon student classification, varies annually. Developmental courses, personal issues, true freshmen or new transfer student status, and financial challenges impact academic progress and student classification. Personal advising and support meetings are necessary for CEEP recipients experiencing difficulties and continues to be a requirement for all who earn a semester or cumulative grade point average less than 2.50.
- African-American students (84 or 72%) account for the greatest number of CEEP award recipients. Student participation from other racial groups have increased. Asian recipients increased from 4% to 9%, White recipients increased from 3% to 7%, Latino recipients increased from 10% to 13% and 1 (1%) Native American recipients was included during this reporting period. Efforts continue to attract a greater number of students.
- Ninety percent (90%) of all CEEP award recipients (in the 2013/2014 cohort) earned cumulative grade point averages of 2.50 or greater. Ten percent (10%) of all CEEP award recipients earned less than a 2.50 cumulative grade point average. Feedback from low grade point average recipients indicate they are (a) underprepared for the academic rigor of undergraduate study,

(b) have not committed adequate time to their studies, (c) are distracted by difficulty with family and/or other personal relationships, (d) experience difficulty adjusting to social and cultural aspects of college life, or (e) experience financial challenges. CEEP recipients earning less than the required cumulative grade point average must participate in mandatory advising sessions, seek tutorial support as needed, and maintain communication with faculty regarding their classroom performance throughout the semester. A total of 24 recipients (22%) earned Dean's List honors for spring 2014. Nineteen recipients (16%) graduated at close of the spring 2014 term.

- There has been an increase in the number of freshmen receiving the CEEP award. Collaboration with the TU Office of Admissions and the Scholarship Office have increased the pool of eligible applicants and the number of CEEP award recipients. Towson University continues to compete with institutions offering greater financial incentives to freshmen applicants.

TU's Students Achieve Goals through Education (SAGE) program pairs entering freshmen with peer mentors who encourage focus on academic achievement, personal development, career and graduate study strategies, expanded cultural knowledge, and campus-wide involvement. Participants are involved in various educational and networking activities designed to increase academic success, connectedness to the campus community, general life skills, and knowledge of diverse cultural communities.

Analysis of SAGE Program Data (see Appendix 6): SAGE continues to encourage students from diverse communities, male students, and majority students to participate in program activities. Mentors telephone some of the entering student cohort and invite their participation in SAGE during summer months prior to matriculation. All entering students receive an email from the program director welcoming them to Towson University, explaining the mission of SAGE, and an invitation to participate in the SAGE Program. Many students register and remain involved for the entire year. Some registrants discontinue involvement due to employment, class schedule conflicts, or lack of participation by peer associates.

- The SAGE program continues to hire students from diverse racial and cultural communities in an effort to increase student involvement from diverse communities. SAGE program staff will continue maintaining contact and personal relationships with campus-wide cultural groups as well as promote SAGE to Top Ten Percent students as opportunity allows.
- The SAGE program saw an increase in male participation during the past year (from 18% to 21%). The actual number of male participants increased from 54 to 64 during this period. SAGE program staff will continue working to increase male participation to 30% over the next few years. Outreach to male students will continue during summer months, open house programs, and high school visitations. Female participation (79 %) is consistently strong.
- The majority of SAGE program participants (279 or 92%) earned 2.0 or greater cumulative grade point averages during the 2013/2014 academic year. Almost 58% (176 participants) earned 3.0 or greater cumulative grade point averages during the 2013/2014 academic year.

The following events were sponsored by the SAGE program during this period. The number of students signing in for each event is listed in parentheses. Fall 2013: Making Connections (135), TU College Deans (129), TU Basics – Earning “A” A Grades (106), Latino Hispanic Heritage (113), Stress Free Haven (93), Relationships: Communication, Intimacy and Safety (115), Serving the Community (74), An LGBT Community Perspective (115), Career Planning (98), Native North American Heritage (85), Final Exams Ahead (83), Closing Event (109). Spring 2013: Spring Back! (79), African Heritage (92), Cracking the Code of Success (74), African American Heritage (63), Mental Health (57), Wise Decisions: Drugs/Alcohol/Life (70), Celebrating Women (56), Are You Exempt (60), Jewish & Muslim Relations (50), Commitment to Community (51), Stress Relief (69), Asian Pacific Islander Heritage (61), Closing Event (104).

A collaboration has been established between Student Success Programs and the Maryland DC Campus Compact AmeriCorps VISTA organization this year. Our goal is to increase college enrollment among Baltimore City high school students who are first generation and low income through college readiness program workshops and possible tutorial support. To date a writing internship has been established at Vivien T. Thomas Medical Arts Academy. Tutoring and College Readiness workshops will begin in March or April 2015. We also plan to initiate College Readiness workshops at Patterson High school in April 2015.

TU's Disability Support Services (DSS) supports the mission of Towson University by facilitating equal access to educational opportunities for students with disabilities and promoting inclusive learning environments that are accessible to all. As the number of students pursuing postsecondary education increases, so does the degree of diversity in learning styles and needs. DSS recognizes disability as an aspect of diversity that is integral to society and to the campus community and collaborates with students, faculty and staff to create a welcoming campus.

- During 2013-2014, the office provided services and accommodations to 1,380 students with various disabilities, including learning disabilities, attention-deficit/hyperactivity disorder (ADHD), mental health disabilities, autism, brain injuries, speech disabilities, physical/mobility disabilities, medical conditions, as well as vision and hearing

impairments. The office also works with students with temporary conditions (lasting less than six months) who need accommodations.

- As shown in the table below, the trend in the number of students registered with DSS continues to grow at a significant rate (4.8% from 2012-13 to 2013-14 and 12.9% increase over the past 3 years). The growth in the number of students with disabilities has been due partly to the overall increase in enrollment at Towson University. However, the growth can also be attributed to the increase in the number of students covered under the ADA who are attending college as part of a nationwide trend.

This trend will undoubtedly continue in light of the ADA amendments (ADAAA), which became effective on January 1, 2009. Under the ADAAA, the Congress directed that the definition of disability be construed broadly, meaning that more students are now eligible to register with DSS and receive disability accommodations. Moreover, legislative changes to the Higher Education Opportunity Act and Post-9/11 Veterans Educational Assistance Act are also expected to increase the number of students with disabilities pursuing higher education.

TU Students with Disabilities Registered with DSS (3-Year Trend)

Year	DSS-Registered Students	Percentage Increase from the <u>Previous</u> Academic Year	Total Percentage Increase Since 2010-2011
2010-2011	1203	1.3%	---
2011-2012	1246	3.5%	3.5%
2012-2013	1315	5.5%	8.5%
2013-2014	1380	4.8%	12.9%

Most students registered with DSS have learning disabilities, followed by ADHD and psychological disabilities. Historically, this trend has remained consistent. Overall, the number of students with “low incidence” disabilities is increasing, including students who have autism, and students who are blind/low vision and deaf/hard-of-hearing. Notably, these students typically require much more in the way of accommodations and services than students with more prevalent disabilities.

Through an interactive process, DSS works closely with students, faculty and staff to implement accommodations. Accommodations are determined on a case-by-case basis and may include priority registration, testing accommodations and use of the Testing Services Center, note-taking assistance, interpreting services, alternate formats for printed materials, assistive technology, para-transit registration and internship accommodations. DSS also offers short-term help with organization and study skills, disability consultation and advocacy assistance, help with course load and selection, and information and referral services.

TU DSS Graduation and Retention Rate Longitudinal Study

Disability Support Services and the TU Office of Institutional Research (OIR) have collaborated on a longitudinal study tracking the 4-year, 5-year and 6-year graduation rates for first-time full-time degree-seeking DSS-registered students as compared with all TU first-time full-time degree-seeking students. Complete data for the Fall 2006, Fall 2007 and Fall 2008 cohorts is available, along with the 4 and 5-year graduation rates for the 2009 cohort, and the 4-year graduation rates for the Fall 2010 cohort.

The data shows that 4-year and 5-year graduation rates of DSS-registered students lag slightly behind those for all TU students, but the 6-year graduation rates are the same (see Appendix 7):

- The average 4-year graduation rate for DSS students is 38% as compared to 42% for all TU students.
- The average 5-year graduation rate for DSS students is 61% as compared to 63% for all TU students.
- The average 6-year graduation rate for DSS students is 66% as compared to 66% for all TU students.

The TU Office of Institutional Research will continue to track cohorts of DSS-registered freshmen along with all TU freshmen. OIR expects that the data will increase in accuracy over the years as more students are tracked in PeopleSoft. (PeopleSoft data only became available in 2006.) Importantly, this study is comprised of only first-time full-time degree-seeking students who entered during fall and were registered with DSS by mid-September. Students with disabilities can disclose their disability at any time until they graduate, and this study does not include DSS students who registered after the first semester of their freshmen year.

TU's International Student & Scholar Office (ISSO) provides immigration related advice, advocacy and cross-cultural engagement opportunities while ensuring university compliance with federal regulations. Through its work, the ISSO supports the university's mission of creating and sustaining an "environment for students to achieve their potential as contributing leaders and citizens of a complex global society."

The ISSO serves students and visitors who are at Towson University on a temporary/non-immigrant visa. Students may be in degree-seeking, exchange, English language, non-degree or enrichment programs. Others are here as faculty, visiting researchers or short-term cultural program participants. There are approximately 1,000 international students and scholars at TU, representing over 100 different nations.

While international students are a relatively small part of the TU student body, they are valued members of the TU community and ISSO provides support systems to promote their success at Towson University, including the following: creates visa certificates for incoming students and scholars, advises international students on how to attain and maintain legal status while in the United States, designs and presents programs that assist international students in their transition to life in the United States. In particular, the ISSO conducts a comprehensive orientation for international students at the start of each term, advises students regarding personal, academic, legal and career issues, as well as on intercultural communication, cross-cultural adjustment and engagement issues, acts as a liaison to and advocate for students with government agencies, university offices and faculty, coordinates programs and provides ongoing services aimed at enhancing the international student's social engagement, encouraging their interaction with American students and community members, assists in coordinating appropriate services for international students in legal, medical and family emergency situations, serves as a conduit for international students and community service-based organizations; and, represents an international student perspective on university wide committees and initiative.

Additionally, ISSO provides the following services for international faculty members: prepares required letters and visa certificates to invite guest faculty, scholars and visitors from abroad, provides visa advising and orientation materials for visiting faculty and scholars, submits petitions to the Department of Homeland Security for H1B visas on behalf of tenure track faculty, provides advising and referrals regarding immigration to the United States, signs all immigration-related petitions and documents on behalf of Towson University, coordinates programs and provides ongoing training focused on cross-cultural communication and customer service improvement strategies for various TU administrative or academic departments.

TU's Pathways Program provides financial assistance for low-income parents who have completed a community college degree and are finishing a first undergraduate degree. It is a two year program, provided that students continue to meet program requirements. Full-time students receive \$2,000 for two years, for a total award of \$4,000. Part-time students receive half this amount. To qualify students must be a parent of at least one child under the age of 18 and demonstrate a high level of unmet financial need. Only students who are Pell grant eligible will be considered. Students participate in a support program designed to increase their chances of graduating on time and to foster a strong connection to Towson University and other students. The program includes regular meetings with a program director as well as participation in parts of the Mature Student Support Program which builds connections between older students and encourages them to take advantage of campus resources. This scholarship is administered by the Women's Resources Program in the Center for Student Diversity.

Faculty and Staff (recruitment and retention): TU's Assistant to the President for Diversity and Affirmative Action Officer meets with Towson's president and vice presidents to share affirmative action plan data. This administrator collaborates with the Provost and Vice President for Academic Affairs, the Vice President for Administration and Finance and other university leaders to identify and implement ongoing actions to reach out to applicants from diverse backgrounds. Applicant pools are monitored to ensure the presence of representatives from groups that have historically been underrepresented at the university. Periodic faculty and staff campus climate surveys are distributed for the purpose of obtaining data that supports senior leadership's ability to identify and, subsequently, address issues of concern.

Towson University has five Faculty and Staff Affinity Groups (Asian American, Black, Latino/a, LGBT, Women). TU's President meets annually with the co-chairs of these groups for the purpose of gathering information regarding their work and any concerns brought forward by their members. The Assistant to the President for Diversity works closely with the co-chairs of TU's Faculty and Staff Affinity Groups and supports the ability of these leaders to advance initiatives that have been identified by their membership.

Note: Appendix 8 contains demographic data reflecting TU's student, faculty and staff bodies.

III. Describe Efforts Designed to Create Positive Interactions and Cultural Awareness

Among Students, Faculty and Staff (curricular and co-curricular)

Curricular Programs: Towson University provides an academic approach to cultural diversity training both by including diversity within the Core Curriculum Requirements and by offering specific academic programs and majors related to cultural diversity.

Course offerings in the following Core Curriculum Requirement categories provide deeper understanding of cultural diversity: Creativity and Creative Development, Arts and Humanities, Social and Behavioral Sciences, Metropolitan Perspectives, Global Perspectives, Diversity and Difference, and Ethical Issues and Perspectives. A listing of specific courses is provided in Appendix 9. Additionally, the Towson Seminar of the Core Curriculum Requirement addresses cultural diversity through the following seminar topics: African American Contributions to the Arts: 20th Century, Alternative Modernities: Indian Mediascapes and Korean Dreams, "By Any Means Necessary": African American Literature and Social Activism in the 20th Century United States, Can We Talk? Communication, Gender, and the Family, Consumption and Culture, Cultural Identity Through Music: Latino Music, Immigrant Women's Experiences, Islam and the West, The Object is the Object, Paris 1900-1930: Music, Dance, and the Visual Arts, Religion and Politics, Understanding Globalization, and Understanding the Nexus of History: Education and Culture in Cambodia's Khmer Rouge Era.

By offering academic programs related to cultural diversity, Towson University ensures that students have the opportunity to develop specific cultural competencies should they wish to do so. The following programs/majors are offered: African & African American Studies: B.A./B.S. Major/Minor, Applied Gerontology: M.A./Post-Baccalaureate Certificate, Asian Studies: B.A. Major/Minor, Comparative Ethnic Studies: Minor, Cultural Studies: B.A./B.S. Major/Minor, Deaf Studies: B.A./B.S. Major/Minor, Jewish Studies: Minor, Latin American Studies: B.A./B.S. Major/Minor, Lesbian, Gay, Bisexual and Transgender Studies: Minor, Religious Studies: B.A./B.S. Major/Minor, Women's Studies: B.A./B.S. Major/Minor, M.A./Post-Baccalaureate Certificate.

Co-Curricular Programs: Students, Faculty and Staff - TU's Office of Diversity and Equal Opportunity (ODEO) offers programs that support members of the campus community to actively participate in fostering a welcome and inclusive campus environment. TU's *Speak Up!* Program, administered by ODEO supports a welcoming campus environment for all members of our community by providing participants with information related to the impact of bigotry, the barriers to addressing bigotry, as well as the tools necessary to challenge everyday bigotry.

In calendar year 2014, approximately 272 student leaders, students, faculty and staff members participated in *Speak Up!* workshops. 94% of *Speak Up!* participants reported that they had gained specific skills or information necessary to be able to *Speak Up!* in response to encounters of everyday bigotry. Approximately 98% of participants reported that they would recommend participation in a *Speak Up!* workshop to classmates or colleagues.

Co-Curricular Program: Students - TU's Center for Student Diversity (CSD) provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments.

The CSD is comprised of several units that offer programs and services (see Appendixes 10 and 11) to students from groups that have historically been underrepresented in higher education (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources. In addition, the CSD staff work closely with the Interfaith Campus Ministers. The CSD is responsible for Student Success Programs including: Students Achieve Goals through Education (SAGE) and Community Enrichment and Enhancement Partnership (CEEP). These programs have proven track records related to positive outcomes

for students from underrepresented groups. Below is a compilation of four years of data regarding events and programs administered by the CSD:

Center for Student Diversity 4-Year Summary Data

YEAR	2010-2011	2011-2012	2012-2013	2013-2014
Overall Attendance	13,352	11,623	15,810	17,670
Surveys Completed	1,060	2,709	1,773	None*
Male	321	685	391	N/A
Female	726	1,990	1,370	N/A
Other	13	34	4	N/A
White	652	518	224	N/A
African American	201	1,447	900	N/A
Latino	51	312	208	N/A
Asian Pacific Islander	45	103	219	N/A
Other	111	329	201	N/A

*FY' 14 CSD attempted to use electronic information gathering. It was not successfully implemented. We will continue to explore gathering data electronically but we will return to the use of hard copy paper surveys as well for data collection.

Analysis of data for the CSD:

Trending User Numbers. From the information gleaned, we learned the following:

- ***The Set It Off Fall Reception:*** this large, New Student Orientation event targets incoming, diverse freshman and transfer students. Students have the ability to make connections and learn about the broad variety of engagement opportunities available. This year 1,200 students participated.
- ***The Retreat for Social Justice:*** this weekend retreat is designed to provide student participants with the opportunity to explore their cultural identities and interact with others from diverse backgrounds. Also, the Retreat for Social Justice Awareness Week sponsors an entire week of programs whereby retreat participants create opportunities to educate their peers about diversity and social justice issues. This year 55 students participated in the weekend retreat and 165 students participated in the weeklong programs.
- ***The fall and spring Diversity Speaker Series:*** each semester, the CSD brings culturally relevant speakers, educators, activists and entertainers to campus. This program gives students access to some of the world's most influential minds of our time. This year 1,115 students participated, 450 students attended the fall program featuring Dr. Carl Hart and 665 students attended the spring program featuring Sheryl WuDunn.
- ***The Digital Storytelling initiative:*** this modern expression of the ancient art of storytelling derives its power by weaving *images, music, narrative & voice* together. This educational tool is used in support of campus diversity by sharing personal stories created by our students to learn more about identity, culture, and diversity. This year five digital stories were submitted and 60 students participated in the culminating program "Celebrating Diversity through Digital Storytelling."
- ***The Martin Luther King Program:*** this celebratory event typically takes place in February because Towson University students usually don't return to campus in time to celebrate the national MLK Holiday in mid-January. This year 2,169 students attended the program featuring Soledad O'Brien.
- ***Common Ground:*** In collaboration with the Student Affairs Diversity Committee, the CSD offered a one-day workshop on Intergroup Dialogue for 38 staff and faculty.
- ***Cultural Competency Workshop Series:*** This interactive workshop series explores diversity's complex and dynamic dimensions. Three different workshops are offered each semester examining the intricacies of identify markers such as race/ethnicity, social class, gender/gender identity, sexual orientation, ability/disability. This year 120 students participated.
- ***Black History Month Art Exhibit:*** In celebration of Black History Month the CSD exhibits art created by the students. All entries are displayed in the CSD and the first place entry is featured on the Center's website. This year five works were submitted.

Accomplishments

CSD Signature Programs contributed to TU 2020 Strategic Initiatives. All of the initiatives identified above assisted Towson University to strengthen its commitment to diversity by providing a safe, inclusive, welcoming, and peaceful community respectful to all (A Model for Campus Diversity). Additionally, several of the programs supported TU 2020 goals related to Academic Excellence and Student Success and maintaining a National and International Reputation for Arts and Arts Education.

CSD Goals, Objectives, and Measures:

1. Strengthen relationship with alumni from affinity groups.
 - 1.1. Hosted a CSD reception in fall 2013 targeting alumni from affinity groups.
 - Measure 1: Distribute a satisfaction survey at the reception for alumni.
 - Targeted performance: 89%
 - Percentage of agree/strongly agree: 62.5%
 - Percentage of disagree/strongly disagree: 34.5%
 - Number of respondents: 16
 - Measure 2: Establish a baseline number of attendance for the reception
 - Targeted performance: 100%
 - Number of attendance: 18
 - 1.2. Tracked affinity group attendance for the Homecoming Reception.
 - Measure 1: Develop database for the tiger track alumni online community.
 - Targeted Performance: 100%
 - Number of Alumni: 36
 - Measure 2: Establish baseline number for target populations: African-American, Latino, and LGBT.
 - Targeted Performance: 100%
 - Number of African American: 10
 - Number of Latino: 8
 - Number of LGBT: 3
 - Number of Alumni: 18
2. Enhance the capacity to communicate about diversity-related issues.
 - 2.1. Increase the diversity related issues covered by the Digital Story Telling Initiative.
 - Measure 1: The number of diversity theme, related stories posted in the Digital Story Telling Initiative during a period of one year.
 - Targeted performance: 100%
 - Number of stories: 5
 - Measure 2: The number of diversity theme, related stories posted in the Digital Story Telling Initiative that obtain a rating of 3 or 4. Criteria includes quality of the product (script, flow, structure); subject (relevance, implications in their personal life and for the society, educational value, etc.), and format between others.
 - Targeted performance: 100%
 - Stories that are rated 4 - 2
 - Stories that are rated 3 - 3
 - Total number of responses: 5
 - 2.2. Collaborate with Division of Student Affairs (DSA) partners to develop a cultural competency program based on Inter Group Relations (IGR)
 - Measure 1: Host a one-day workshop on Intergroup Dialogue for faculty and staff.
 - Targeted performance: 100%
 - Baseline established: Yes
 - Measure 2: Establish a baseline number for attendance of faculty and staff at the workshop.
 - Targeted performance: 100%
 - Number of attendance: 38
3. Diversity Goal: Support a safe, inclusive, welcoming, and peaceful campus community respectful to all.
 - 3.1. Continue offering campus-wide Diversity Speaker Series, including one featured speaker each semester – one in fall 2013 and one in spring 2014.
 - Targeted performance: 100%
 - Number of speakers in fall: 1
 - Dr. Carl Hart*
 - Number of speakers in spring: 1
 - Sheryl Wudunn*
 - 3.2. Attendance will reach full capacity for each speaker in the fall and spring.
 - Targeted performance: 100%
 - Fall attendance: 450
 - Fall capacity: 400
 - Spring attendance: 665
 - Spring capacity: 600
 - Total attendance: 1,115

Implications for Practice

From all the information gathered, we learned that:

- CSD programs contribute to TU 2020 Strategic Initiatives by strengthening TU's commitment to diversity, providing a safe, inclusive, welcoming, and peaceful community respectful to all.
- CSD increased the overall number of students who attend programs. This year 17,670 students attended programs, which is an increase from 15,810 during FY' 13.
- CSD experimented with electronic information gathering unsuccessfully.
- According to Satisfaction Survey results from alumni reception participants, 62.5% agree/strongly agree that (1) *the University has a positive relationship with my affinity group* and (2) *I feel engaged and involved with the University*, while 34.5% disagree/strongly disagree.
- Anecdotal student feedback indicates that creating digital stories has reached a point of diminishing returns due to the inordinate amount of time required per production. We have decided to no longer pursue this strategy as a result of this conclusion.

Co-Curricular Programs: Faculty and Staff – TU's Office of Diversity and Equal Opportunity continues to provide various training offerings for faculty and staff members.

Affirmative Action/Equal Employment Opportunity: TU's Affirmative Action Officer meets with hiring managers and search committees, upon request, to provide guidance related to equal employment opportunity.

Bridging the Culture Gap: This program provides participants with a broad overview of culture, how it exists at a conscious and subconscious level, what is meant by "culture gap," how to understand different views on culture, how cultural differences affect communication and behavior, cultural intelligence, and methods for enhancing cultural intelligence.

Diversity - Can It Work for Me? This program highlights the key role that diversity plays in supporting academic excellence at Towson University. Attendance: 18. 94% of participants reported an increase in knowledge.

Faculty and Staff Orientations: Weekly orientation programs for new faculty and staff members hosted by the university contain diversity components.

President's Leadership Institute: Programming for faculty and staff members identified as university leaders contain diversity components.

Title IX/Violence Against Women Act and Reporting of Child Abuse: Mandatory participation is required of all faculty and staff members.

Workplace Diversity (TEC course): This online program assists employees to understand how to identify strategies to be utilized in order to be successful in a diverse workplace, as well as how to discover the impact that diversity has upon the university.

Appendix 1: Hate Bias Incidents: Spring, Summer & Fall 2014

Hate/Bias Incidents Minimester, Spring, Summer, & Fall 2014

Minimester 2014

Total Verified Minimester 2014 Incidents: 0

Spring 2014

Hate/Bias	Corresponding Crime	Victim:	Victim: Race; Gender	Offender:	Offender: Race; Gender
Race/Ethnicity	Verbal	Staff	African American/Black; Male	Student	Caucasian/White; Female

Total Verified Spring 2014 Incidents: 1

Summer 2014

Total Verified Summer 2014 Incidents: 0

Fall 2014

Total Verified Fall 2014 Incidents: 0

Total Verified Incidents (Students, Faculty, & Staff) 2014: 1

Appendix 2: Top-Ten Percent Program

Cohort	Applicants	Enrolled	Average Annual Award	Average GPA	Average SAT (Mathematics + Critical Reading	2 nd Fall Retention	2 nd Fall Retention Rate	3 rd Fall Retention	3 rd Fall Retention	4 th Fall Retention	4 th Fall Retention Rate	4 Year Graduates	4 Year Graduation Rate
Fall 2014		84		3.89	1084								
Fall 2013		100		3.91	1110	94	94.0%						
Fall 2012	354	70	\$1,956	3.76	1062	64	91.4%	56	80.0%				
Fall 2011	352	107	\$1,882	3.63	1012	95	88.8%	87	81.3%	83	77.6%		
Fall 2010	346	102	\$1,862	3.67	1002	88	86.3%	85	83.3%	77	75.5%	32	31.4%
Fall 2009	377	143	\$1,933	3.71	1005	119	83.2%	108	75.5%	98	68.5%	47	32.9%
Fall 2008	326	121	\$1,931	3.73	990	100	82.6%	89	73.6%	82	67.8%	48	39.7%
Fall 2007	402	165	\$1,894	3.71	963	129	78.2%	111	67.3%	105	63.6%	45	27.3%
Fall 2006	372	187	\$1,867	3.69	951	142	75.9%	122	65.2%	111	59.4%	43	23.0%
Fall 2005	315	189	\$3,752	3.58	931	143	75.7%	126	66.7%	115	60.8%	46	24.3%

Source PeopleSoft: IR(PP)

Prepared 1/26/15

Appendix 3: Institutional Retention and Graduation Rate Data - Towson University

	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	FY Graduation Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
USM or INSTITUTION Total (Depends on whether an institution is at or above the USM average.)	6-Year Graduation Rate	66%	73%	68%	63%	65%	65%	68%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	84%	86%	83%	80%	82%	82%	83%	85%	84%	85%	86%	85%	n/a
	3rd Year Retention	76%	81%	77%	73%	75%	74%	77%	78%	78%	79%	79%	n/a	n/a
	4th Year Retention	72%	78%	73%	69%	71%	71%	74%	75%	74%	76%	n/a	n/a	n/a
	5th Year Retention	31%	29%	31%	28%	29%	29%	29%	28%	27%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation	71%	75%	71%	67%	68%	69%	71%	73%	73%	n/a	n/a	n/a	n/a
Institution's African American	6-Year Graduation Rate	69%	73%	73%	55%	59%	60%	66%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	-2%	-1%	-5%	9%	6%	5%	2%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	92%	90%	90%	85%	85%	85%	88%	84%	85%	91%	92%	90%	n/a
	3rd Year Retention	81%	88%	83%	74%	77%	75%	82%	79%	79%	86%	87%	n/a	n/a
	4th Year Retention	77%	85%	82%	68%	69%	69%	79%	75%	73%	84%	n/a	n/a	n/a
	5th Year Retention	37%	43%	41%	40%	40%	37%	39%	38%	37%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation	73%	81%	76%	66%	65%	66%	74%	73%	69%	n/a	n/a	n/a	n/a
Institution's Hispanic	6-Year Graduation Rate	61%	59%	67%	51%	55%	69%	64%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	13%	1%	12%	11%	-4%	4%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	84%	86%	82%	74%	77%	82%	81%	88%	79%	88%	83%	84%	n/a
	3rd Year Retention	77%	73%	79%	66%	73%	78%	74%	81%	71%	81%	76%	n/a	n/a
	4th Year Retention	77%	73%	72%	57%	69%	76%	75%	79%	69%	78%	n/a	n/a	n/a
	5th Year Retention	42%	23%	38%	19%	35%	35%	32%	31%	29%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation	74%	59%	72%	53%	65%	73%	71%	74%	72%	n/a	n/a	n/a	n/a

Institution's Low- income (Pell)	6-Year Graduation Rate	61%	66%	64%	52%	56%	54%	63%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	6%	4%	11%	9%	11%	5%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	86%	84%	84%	81%	81%	81%	86%	84%	86%	85%	86%	86%	n/a
	3rd Year Retention	76%	78%	76%	69%	71%	69%	79%	77%	77%	79%	80%	n/a	n/a
	4 th Year Retention	72%	75%	73%	62%	64%	64%	73%	72%	73%	75%	n/a	n/a	n/a
	5 th Year Retention	34%	39%	42%	34%	35%	35%	34%	37%	32%	n/a	n/a	n/a	n/a
	5 th Year Retention / Graduation	68%	73%	70%	59%	61%	63%	69%	71%	70%	n/a	n/a	n/a	n/a

*Includes students who were enrolled in the fall term of their fifth academic year and students who completed their degree(s) in the fall term of their fifth academic year or in earlier terms.

Appendix 4: Towson Opportunities in STEM (TOPS) Program

Retention and graduate rate data for students participating in this initiative are as follows:

TOPS Program	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
cohort size (n=)	n/a	n/a	n/a	16	22	20	21	18	21	20
fall to fall retention rate	n/a	n/a	n/a	100%	86%	100%	100%	94%	95%	n/a
6-year graduation rate	n/a	n/a	n/a	63%	n/a	n/a	n/a	n/a	n/a	n/a

Appendix 5: Community Enrichment and Enhancement Partnership 5-Year Summary Data

YEAR	2009-2010	2010-2011*	2011-2012	2012-2013	2013-2014
Participants	164	181	241	296	303
Male	32 (20%)	33 (18%)	55 (23%)	54(18%)	64 (21%)
Female	132 (80%)	148 (82%)	186 (77%)	242(82%)	239 (79%)
Other	0	0	0	0	0
African American	109 (66%)	114 (63%)	154 (64%)	149 (50%)	191 (63%)
Asian American	23 (14%)	19 (10.5%)	23 (9%)	43 (15%)	39 (13%)
Biracial	0	19 (10.5%)	5 (2%)	33 (11%)	4 (1%)
Caucasian	16 (10%)	8 (4%)	12 (5%)	37 (13%)	33 (11%)
Latino	16 (10%)	21 (12%)	35 (15%)	25 (8%)	32 (11%)
Native American	0	0	5 (2%)	1(.3%)	4 (1%)
Not Listed	0	0	7 (3%)	8 (2.7%)	0
.00 - 1.99	15 (9%)	9 (6%)	15 (6%)	16 (5%)	24 (8%)
2.00 - 2.49	8 (5%)	16 (10%)	23 (9%)	29 (10%)	38 (13%)
2.50- 2.99	50 (31%)	35 (23%)	60 (25%)	68 (23%)	65 (21%)
3.00 - 3.49	61 (37%)	58 (38%)	89 (37%)	114 (39%)	113 (37%)
3.50 - 4.00	25 (15%)	27 (17%)	43 (18%)	69 (23%)	63 (21%)
Withdrawals	5 (3%)	10 (6%)	11(5%)	2 (.67%)	0
Dean's List	25 (15%)	27 (17%)	43 (18%)	69 (23%)	78 (26%)**

Appendix 6: SAGE Program 5-Year Summary Data

YEAR	2009-2010	2010-2011*	2011-2012	2012-2013	2013-2014
Participants	164	181	241	296	303
Male	32 (20%)	33 (18%)	55 (23%)	54(18%)	64 (21%)
Female	132 (80%)	148 (82%)	186 (77%)	242(82%)	239 (79%)
Other	0	0	0	0	0
African American	109 (66%)	114 (63%)	154 (64%)	149 (50%)	191 (63%)
Asian American	23 (14%)	19 (10.5%)	23 (9%)	43 (15%)	39 (13%)
Biracial	0	19 (10.5%)	5 (2%)	33 (11%)	4 (1%)
Caucasian	16 (10%)	8 (4%)	12 (5%)	37 (13%)	33 (11%)
Latino	16 (10%)	21 (12%)	35 (15%)	25 (8%)	32 (11%)
Native American	0	0	5 (2%)	1(.3%)	4 (1%)
Not Listed	0	0	7 (3%)	8 (2.7%)	0
.00 - 1.99	15 (9%)	9 (6%)	15 (6%)	16 (5%)	24 (8%)
2.00 - 2.49	8 (5%)	16 (10%)	23 (9%)	29 (10%)	38 (13%)
2.50- 2.99	50 (31%)	35 (23%)	60 (25%)	68 (23%)	65 (21%)
3.00 - 3.49	61 (37%)	58 (38%)	89 (37%)	114 (39%)	113 (37%)
3.50 - 4.00	25 (15%)	27 (17%)	43 (18%)	69 (23%)	63 (21%)
Withdrawals	5 (3%)	10 (6%)	11(5%)	2 (.67%)	0
Dean's List	25 (15%)	27 (17%)	43 (18%)	69 (23%)	78 (26%)**

*2010-2011 data has been updated to include additional cohort students.

** Based upon semester, not cumulative, grade point averages.



**Institutional Programs of Cultural Diversity
Progress Report**

Submitted April 1, 2015

Submitted by:
Joseph Wood, Provost

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

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

Mission of the University of Baltimore:

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

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

UB Strategic Plan Goals:

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

Objectives:

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

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

Objectives:

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

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

Objectives:

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

UB Diversity and Culture Center Goals:

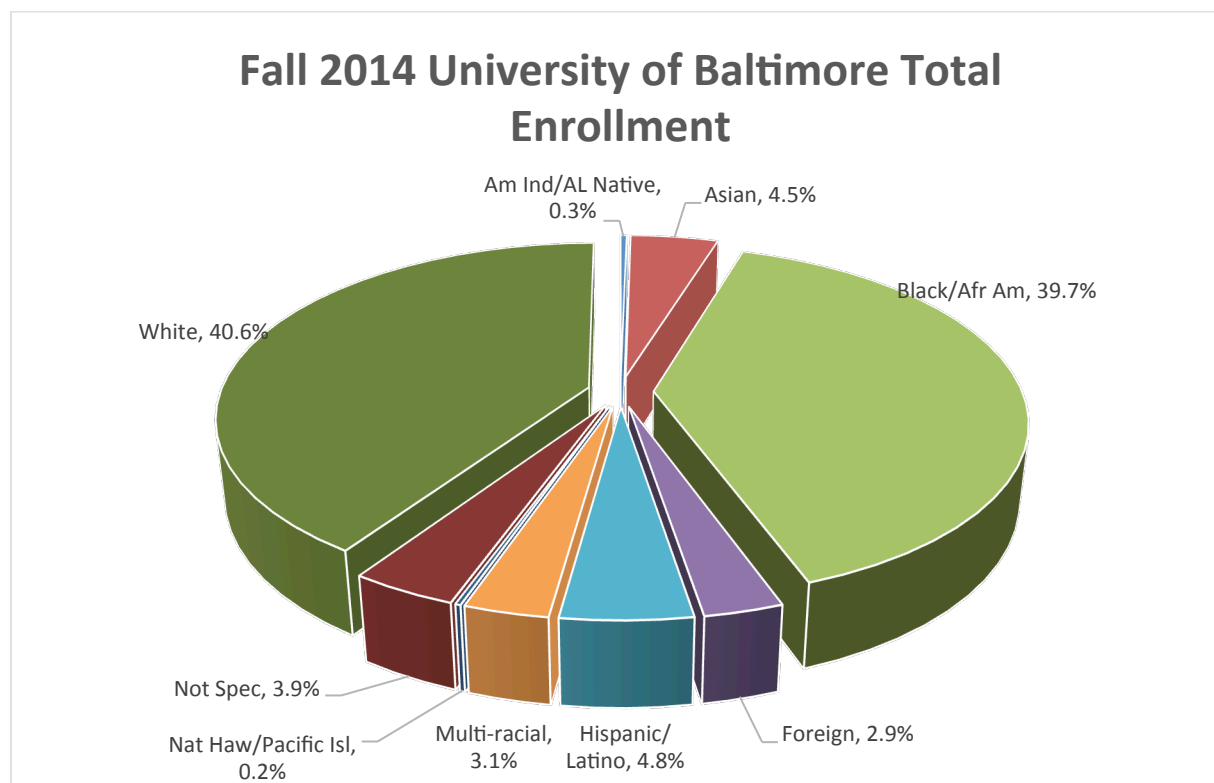
- develop cultural competency standards that will be used to measure multicultural competency and program assessment
- develop experiential cultural immersion, alternative break programs for students
- create an inclusive environment where students can engage and dialogue about diversity and social justice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

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

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

Students.

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



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

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

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

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

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

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

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

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

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

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

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

Faculty and Staff.

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

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

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

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

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

Specific Initiatives, Assessments and Actions taken since last report:

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

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

BA in English

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

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

MFA in Creative Writing & Publishing Arts

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

MS program in Applied Psychology; Certificate in Professional Counseling Studies

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

Psychology

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

Integrated Arts

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

Merrill School of Business (MSB)

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

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

College of Public Affairs (CPA)

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

Public and International Affairs

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

Criminal Justice (CPA)

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

Health and Human Services (CPA)

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

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

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

General Education

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

Spotlight UB (university arts venue housed in YGCAS)

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

Student Affairs Programs and Services

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

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

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

Section IV: Additional initiatives

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



**PROGRAM OF CULTURAL DIVERSITY
2014 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. As a diverse community of outstanding faculty, staff and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law. We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, we foster economic development in the City, State, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

UMB has a multi-pronged approach to fostering cultural competency which includes efforts and initiatives from the President's Office, Campus Life Services, and our schools as well as programming by our students. Furthermore each of the graduate/professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts. This 2014 Progress Report briefly highlights some of the activities that have occurred in the past year.

I. MHEC Component

1. Summary of Institutional Plan

UMB's Strategic Plan¹ outlines the fundamental precepts of the institution via Themes and Fundamental Areas. The second Theme of the Strategic Plan provides the framework for UMB's Institutional Plan.

The University is committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions and leadership.

¹ <http://www.umaryland.edu/about-umb/strategic-plan/>

As was noted in prior reports, UMB's Strategic Plan lists all major goals, areas of emphasis and denotes strategies for implementation. The three goals under Diversity and Inclusion are:

- Promote a commitment to diversity and a culture of inclusion.
- Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.
- Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

As part of the Strategic Plan's implementation, co-chairs were established for each theme, workgroups were formed with diverse membership of faculty, staff and students from our schools and programs. Heading the Diversity and Inclusion efforts are Peter N. Gilbert, chief operating officer and senior vice president and Roger J. Ward, chief accountability officer and vice president, academic affairs.

Progress under the Strategic Plan is evaluated annually by an Executive Implementation Committee comprised of all deans and vice presidents plus selected others. This group reviews the mandatory reports by co-chairs on progress toward meeting the itemized tactics relevant to each goal that were established during the strategic planning process. Listed below are the Diversity and Inclusion goals with concomitant tactics² and their status as of the most recent reporting period.³

Goal 1: Promote a commitment to diversity and a culture of inclusion.

Tactics:

1.1 Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives. Complete

1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council. In progress: job description written; selection anticipated 2015

1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives. Complete

² At the outset of the Strategic Plan tactics were prioritized and scheduled for start and completion dates ranging from June 2013 through June 2016.

³ June 2014.

1.4 Conduct a Universitywide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives. Scheduled to begin fall 2015

1.5 Administer a periodic survey to assess the campus climate on diversity and inclusion issues. Scheduled to begin 2016

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.

Tactics:

2.1 Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes. Ongoing

2.2 Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders. Complete

2.3 Promote diversity among faculty and leadership. Ongoing

2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all. Complete

2.5 Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion. Ongoing

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

Tactics:

3.1 Create a cultural competency initiative that promotes cultural competency throughout the University. In progress: a value proposition for cultural competency has been drafted

3.2 Establish a resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff and students. Scheduled to begin fall 2015

3.3 Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

Delayed: implementation was schedule to have begun fall 2014

In addition to the inclusion of Diversity and Inclusion as an enumerated item in the Strategic Plan, UMB also specifically lists “Diversity” as one of its seven Core Values:⁴

The UMB publication “Living our Core Values”⁵ explains further:

Diversity is a word often used to describe differences among people in terms of race, creed, or sexual orientation. At UMB, diversity means much more. The UMB campus body is diverse in the aforementioned ways, but also in abilities, backgrounds, values, personalities, thoughts, goals, and aspirations. We strive for common identity and purpose. This requires respect, patience, understanding, courtesy, and civility. We value diversity and unique contributions, fostering a trusting, open, and inclusive environment and treating each member of our UMB community in a manner that incorporates all of our core values. Our clearly defined core values provide a sense of identity, stability, and direction.

UMB strives for diversity among its students, faculty, and employees as well as in the vendors, organizations, and businesses with whom we choose to partner. We prepare our students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and socioeconomic boundaries.

We immerse our students in experiences that expose them to different perspectives and provide them with varied learning opportunities. This exposure is based on the concept of respecting and celebrating individual differences, whether they pertain to a person’s ethnicity, race, sexual orientation, disability, economic background, political views, or religious beliefs.

The leadership of the President’s Office on diversity and inclusion matters is matched in each of UMB’s schools by the Deans and their leadership teams; provided below are some highlights of their efforts.

2. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups Among Students, Staff and Faculty.

It is simply not possible to list all of the campus and school activities related to increasing numerical representation among students, staff and faculty within the page limitations this report. As such, within the three categories, only exemplars are provided below.

⁴ <http://www.umaryland.edu/about-umb/strategic-plan/about/core-values/>

⁵ <http://www.umaryland.edu/president/core-values/>

a) Students

At each of the Schools, considerable effort is made to recruit, admit, and retain a diverse student body keeping in mind factors such as race, ethnicity, place of origin, veteran status, gender, age, marital status, and prior experience. Recruitment strategies to foster diversity in the applicant pool and admitted class include visiting historically minority schools and attending specialty fairs, as well as targeted recruitment events that focus on underrepresented minority representation. These recruitment efforts include partnerships with and presentations/attendance at events in and around Baltimore County. A partial list is provided below:

- Summer Medical Dental Education Program
- National Hispanic Medical Association
- Student National Medical Association
- National Hispanic Fair
- Latino Provider Network
- Future Latino Leaders Law Camp
- National Black Pre-Law Conference
- National Association of Medical Minority Educators
- Hispanic Youth Symposium
- National Association of African American Honors Programs

The goal of each interaction is to work toward increasing diversity; emphasizing the need for more underrepresented physicians, nurses, social workers, lawyers, pharmacists, scientists and dentists.

UMB Schools also often invite prospective students from underrepresented groups to receptions in Baltimore and elsewhere, at times connecting these prospective students with students and/or alumni with similar background. Moreover, when holding open houses on campus, we ensure to have diverse student and faculty panels and highlight culturally diverse aspects of Baltimore and UMB. In 2014 on campus events included:

- Information session for high school students co-sponsored by Black, Hispanic and Asian Pacific Bar Associations;
- Shadowing with medical professionals for diverse high school and college students; and
- Student involvement as coordinators for the National Student Leadership Conference and Envision Career & Leadership Programs.

Supportive efforts continue post-admission. For example, the School of Nursing (SON), which enrolls a student body where 34% identify themselves as a minority and 11% are male, has a Student Success Center that offers an array of support services to nursing students. These services include guided study sessions, private peer academic tutoring, individualized academic coaching, and academic enrichment

workshops. The academic support services are targeted to the unique needs of its diverse student body and play an important role in student retention and graduation. In addition, in 2014 the SON began offering a menu of career services for current students as well as alumni.

b) Staff and Faculty

Fostering a work and educational environment that is free from discrimination is at the forefront of UMB's efforts. We all benefit from working in an environment that brings together people from diverse backgrounds and equal employment opportunity is essential to achieving that diversity. Each year UMB prepares an Affirmative Action Plan⁶ that assists UMB in developing a representative workforce. The Affirmative Action Plan focuses on our efforts to achieve a workforce that is more diverse and highlights areas where we need to increase our emphasis. This effort is intimately connected to UMB's Strategic Plan and Core Values.

Since a majority of hiring is done within the schools and programs, the information in the Plan is shared broadly. Sensitivity to and awareness of the diversity among faculty and staff is part of UMB's culture and when making hiring decisions, deans and their representatives strive towards recruiting and retaining underrepresented employees throughout the schools. When search committees are formed and launched for faculty and/or staff recruitments, the diversity (in terms of gender, racial/ethnic background, ability and veteran status) of both the committee membership and the candidate pool is emphasized.

The Affirmative Action Plan is also used for benchmarking efforts. For example, the SOM Dean and senior human resource leaders interact regularly with the campus Office of EEO/Diversity. Once a year, the SOM is provided a report of the previous years' status with respect to diversity (in terms of gender and minority) for all faculty and staff positions. For faculty, the SOM uses the information available from the Association of American Medical Colleges for its availability pool and numbers are compared to the general population of available faculty based on their area of specialty. Similar comparisons are made for staff positions using local and national availability data by position type. Areas where we are below the available population are recorded as goals and/or statistically significant areas. This information is emphasized when recruitment of faculty and staff is discussed with the departments and emphasis is placed on targeting recruitment efforts towards the identified need.

Similarly, the SOP recognizes the significance of providing students with leaders and role models that reflect the diversity of the population, and has made significant progress in recent years to diversify its faculty. In fall 2014, there were 89 School of Pharmacy faculty⁷ of which 28 (31%) were non-Caucasian

⁶ <https://www.umaryland.edu/media/umb/hrs/eo/affirmative-action-reports/AAPESR201314FINAL.pdf>

⁷ Post-doctoral fellows are not counted here as faculty.

and 48 (54%) were female. Diversity of School of Pharmacy employees is notable as well: of the 330 fall 2014 non-faculty employees, 193 or 58% were female and 143 (43%) were non-Caucasian.

Within the SOL, deans and staff participate on pipeline committees such as Law School Diversity Professionals and the Law School Admissions Council Diversity Committee. Furthermore, like all schools, the SOL routinely distributes faculty job postings to a broad range of academic and professional listservs to reach a wide range of diverse applicants.

3. Efforts to Create Positive Interactions and Cultural Awareness

UMB has strong tradition of on campus programming, both at the campus and at the school level, which promotes positive interactions and cultural awareness.

a) Campus Activities⁸

The Diversity Advisory Council's mission is to "make recommendations to the President that promote the University's commitment to diversity and a culture of inclusion. We enhance the environment to ensure that diversity is valued and that inclusion is a guiding principle in every aspect of the University's activities."⁹ In November, the Council hosted a "conversation" with Verná Myers¹⁰ as part of its Inaugural Speaker Series on Diversity. The event was attended by UMB's President as well as many of the deans and vice-presidents.

Additionally, each year the Council assists the President's Office in selecting recipients of the Dr. Martin Luther King, Jr. Diversity Recognition Award. This annual award recognizes individual or group achievement in the areas of diversity and inclusiveness, as well as highlights our University's steadfast commitment to promoting diversity as one of our core values.

Through the Interprofessional Student Learning and Service Initiatives division of Campus Life Services, UMB students applied to join the 2014 Cultural Competence Institute (CCI) cohort. The CCI "strives to develop professionals that embrace diversity, multiculturalism, and respectful attitudes towards groups that are different from their own through in-dept discussions, civic engagement and educational workshops. This program brings students, faculty, and staff together for dynamic conversations about various topics including race, poverty, religion, gender inequality, and sexual orientation." In addition to the CCI cohort, events are held throughout the year at the Southern Management Corporation Campus Center that honor diverse heritages and highlight culture and cultural understanding as part of Campus Life Service's Diversity Celebrations.¹¹ Some 2014 events included:

⁸ This section includes faculty and staff cultural training programs and co-curricular programming.

⁹ <http://www.umaryland.edu/president/diversity-advisory-council/>

¹⁰ <http://www.vernamyersconsulting.com/default.aspx>

¹¹ <http://www.umaryland.edu/islsi/diversity-initiatives/diversity-celebrations/>

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- Microaggressions in the Workplace;
 - Social Determinants of Health;
 - Leading in a Diverse Society; and
 - Safe Space Training.

b) School Activities¹²

In recent years, many of UMB's schools have denoted an individual or formed a group to spearhead educational efforts for faculty, staff and students. These designees also serve as sounding boards for individuals or groups experiencing discomfort and serve an important role in assisting the deans in assessing climate and culture.

At the SOD, the dental recruitment coordinator serves as director of student advocacy and cultural affairs. The SON hired an ombudsperson for faculty and staff to assist them in defining and seeking fair and equitable solutions to workplace concerns including situations that make them uncomfortable. Furthermore, a new position was created at the SON and a search will be undertaken in 2015 to find an Associate/Assistant Dean for Diversity and Inclusion.

The SOL has a Professionalism & Diversity Committee whose charge includes serving "as a resource to members of the student body, faculty, or staff who experience incidents ... that exhibit a lack of professionalism or insensitivity to matters of concern to member of racial, gender, sexual orientation, or other minority communities." This Committee offers programming open to all at various times during the year in keeping with the SOL's core commitments which include "the pursuit of diversity as a source of richness" and "[a] sense of collegiality, collaboration and engagement among all members of the community."

Similarly, in 2014 the SSW formed a faculty, staff and administration committee titled the "Diversity and Anti-Oppression Committee" which meets monthly to explore ways the school can foster a culturally responsive curriculum and environment and promotes educational opportunities throughout the school and campus.

In addition, the SON has a Cultural Diversity Taskforce working on initiatives relating to civility, diversity and inclusiveness as well as a newly formed faculty and staff working group tasked with recommending strategies to assist students in working with GLBTQ patient populations.

¹² This section includes curricular initiatives that promote cultural diversity in the classroom.

i) Partial List of Course Offerings

Each of UMB's schools has an obligation to satisfy the stringent requirements of its national accrediting agency. All of the agencies have standards that touch on cultural competency and the importance of an educated and able workforce. Almost uniformly, there are standards emphasizing or requiring efforts to attract and retain a diverse faculty, staff, and student body; prepare students to work with diverse populations; and increase equity and inclusiveness.

Just recently, in 2014, the SON completed an extensive self-study and hosted a site visit for Commission on Collegiate Nursing Education and the Maryland State Board of Nursing. As part of the self-study process the faculty must demonstrate their ongoing efforts to meet the American Association of Colleges of Nursing Essentials for each of the degree as well as additional standards set by various nursing bodies. Cultural competency is built into all of the SON's program outcomes as noted below:

- Graduates of the BSN Program are prepared to "Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations."
- Graduates of the MS Program are prepared to "Lead evidence-based and interprofessional approaches for the design and delivery of comprehensive, culturally competent care to individuals/families, communities, and populations" and "Engage in ethically sound, culturally sensitive, and evidenced-based practice to promote the health of individuals and communities."
- Graduates of the DNP Program are prepared to "Evaluate and apply ethically sound, culturally sensitive, evidence-based practice for the improvement of education, clinical practice, systems management, and nursing leadership."

A similar commitment and set of expectations can be found within the National Association of Social Work Standards for Cultural Competence in Social Work Practice and the Council on Social Work Education accreditation standard on cultural competence 2.1.4: Engage diversity and difference in practice. These standards specify that social workers be equipped to work with, and advocate for, groups that are traditionally marginalized. Students at the SSW are required to complete: (1) two internships in which their attitudes, knowledge and skills in working with diverse clients are assessed, and (2) a diversity course that includes an assessment of cultural competence. The SSW goes beyond these basic requirements, however, and infuses content throughout its programming to help students develop an appreciation for diversity, an understanding of power, privilege and oppression, and the skills to employ effective strategies for addressing inequities, including health disparities. Furthermore, the school, through its sponsored events, health disparity research, and community engagement activities, strives to foster a climate of inclusiveness and equity among its faculty, staff, and students and to address inequities in the state of Maryland and beyond.

Connecting accreditation requirements to degree requirements is the next step in the process. At the SON, in the Clinical Nurse Leader master's entry into practice program, students learn in their course work and clinical settings to develop self-awareness and to define culture according to the needs of the client, family, and/or community and learn to accept individual differences, recognize the influence of culture on well-being and health, and to provide culturally sensitive care across the life span in a variety of settings.

Putting theory into practice occurs in many ways at each of the UMB schools. Students in the SOD must complete a six-week community service learning course. Three weeks are spent in the rural, low to moderate income area of Cecil County at the SOD's facility in Perryville, Maryland. The other three-week segment may be satisfied through work with organizations as diverse as foreign missions in Vietnam, Mexico and Honduras; Indian Health Hospitals; and facilities who serve persons of need here in the local Maryland area.

A sampling of course offered at the other UMB schools include:

- Civil Rights of Persons With Disabilities Clinic (SOL)
- Gender in the Legal Profession Seminar (SOL)
- Health & International Human Rights Seminar (SOL)
- Immigration Law (SOL)
- Mental Disability and Criminal Law Seminar (SOL)
- Area Health Education Center Clerkships (SOM)
- Medical Spanish (SOM)
- Context of Health Care (SOP)
- Cultural Competence and Medical Spanish (SOP new in 2014)
- Reducing Global Social and Behavioral Health Disparities (SSW)
- Social Equality and Justice (SSW)
- Qualitative Cross-Cultural Research (SSW)
- Social Work Practice with Immigrant and Refugee Populations (SSW)

ii) Sample Sponsored Events

- Culture and Diversity Forum & International Feast
- Citizenship Issues in the Dominican Republic
- Defense of Marriage Act Panel Discussion
- LBGTQAU panel discussion on transgender life
- Feria Latina dental health screenings
- Ferguson and Beyond: Toward A More Equitable, Safe and Just Society
- Cinco de Mayo Celebration

-
- World Aids Month
 - Purim Party
 - CommUnity Fest: Lexington Market Health Fair
 - Working Against Labor Trafficking

iii) Sample Student Organizations

- American Assembly for Men in Nursing
- Iranian Dental Association
- Student Awareness for Latino Unanswered Disparities
- Mediators Beyond Borders – Partnering for Peace and Reconciliation
- Muslim Legal Society
- Asian Pacific American Medical Student Association
- Women in Medicine
- Institute for Healthcare Improvement Chapter
- American Association of Women Dentists
- Hispanic Dental Association (2014 President’s MLK Award winner)

UMB, its schools and its students are enthusiastic and committed partners in our wide-ranging efforts to create opportunities for education and enhancement of the lives of underrepresented minorities.

4. Hate-Based Crime and Bias-Motivated Incidents

According to UMB Police and Public Safety, no incidents occurred in 2014.

II. USM Component

Included as Supplement A¹³.

¹³ It was recently discovered that the category of post-doctoral fellows was been incorrectly excluded from the non-tenured / non-tenured track category of faculty in prior year’s reporting. All data has been revised to correct for this inadvertent error.

SUPPLEMENT A

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
1 - Tenured/Tenure-Track	2009	African American	34	5.76%	14	20
		Asian/Pacific Islander	77	13.05%	19	58
		Hispanic	15	2.54%	4	11
		Native American	2	0.34%	1	1
		White	462	78.31%	136	326
			590		174	416
	2010	African American/Black	30	5.26%	12	18
		American Indian/Alaska Native	2	0.35%	1	1
		Asian	77	13.51%	15	62
		Hispanic/Latino	15	2.63%	5	10
		Other Pacific Islander	1	0.18%	.	1
		White	445	78.07%	133	312
			570		166	404
	2011	African American/Black	29	5.14%	12	17
		American Indian/Alaska Native	2	0.35%	1	1
		Asian	80	14.18%	16	64
		Hispanic/Latino	14	2.48%	5	9
		Not Reported	1	0.18%	1	.
		Other Pacific Islander	1	0.18%	.	1
		White	437	77.48%	135	302
			564		170	394
	2012	African American/Black	31	5.54%	13	18
		American Indian/Alaska Native	2	0.36%	1	1
		Asian	82	14.64%	17	65

		Hispanic/Latino	12	2.14%	4	8
		Not Reported	1	0.18%	1	.
		White	432	77.14%	135	297
			560		171	389
2013	African American/Black		30	5.45%	13	17
	American Indian/Alaska Native		2	0.36%	1	1
	Asian		81	14.73%	16	65
	Hispanic/Latino		11	2.00%	4	7
	Not Reported		1	0.18%	1	0
	White		425	77.27%	133	292
			550		168	382
2014	African American/Black		32	5.93%	14	18
	American Indian/Alaska Native		2	0.37%	1	1
	Asian		80	14.81%	17	63
	Hispanic/Latino		9	1.67%	3	6
	Not Reported		6	1.11%	2	4
	White		411	76.11%	132	279
			540		169	371

Employee Type	Year	Race	Gender			
			Total	Pct	F	M
2 - Non-Tenure Track*	2009	African American	204	9.16%	130	74
		Asian/Pacific Islander	439	19.70%	191	248
		Hispanic	70	3.14%	46	24
		Native American	7	0.31%	4	3
		Not Reported	41	1.84%	15	26
		White	1467	65.84%	791	676
			2228		1177	1051
	2010	African American/Black	209	8.84%	134	75
		American Indian/Alaska Native	5	0.21%	3	2
		Asian	521	22.04%	231	290
		Hispanic/Latino	67	2.83%	37	30

	Not Reported	33	1.40%	12	21
	Other Pacific Islander	6	0.25%	2	4
	Two or More Races	6	0.25%	4	2
	White	1517	64.17%	830	687
		2364		1253	1111
2011	African American/Black	220	8.87%	147	73
	American Indian/Alaska Native	4	0.16%	3	1
	Asian	544	21.94%	257	287
	Hispanic/Latino	58	2.34%	31	27
	Not Reported	36	1.45%	14	22
	Other Pacific Islander	6	0.24%	4	2
	Two or More Races	5	0.20%	4	1
	White	1606	64.78%	896	710
		2479		1356	1123
2012	African American/Black	236	9.08%	160	76
	American Indian/Alaska Native	4	0.15%	4	.
	Asian	588	22.62%	257	331
	Hispanic/Latino	53	2.04%	26	27
	Not Reported	43	1.65%	19	24
	Other Pacific Islander	8	0.31%	5	3
	Two or More Races	5	0.19%	3	2
	White	1663	63.96%	938	725
		2600		1412	1188
2013	African American/Black	250	9.18%	169	81
	American Indian/Alaska Native	7	0.26%	5	2
	Asian	604	22.19%	282	322
	Hispanic/Latino	60	2.20%	35	25
	Not Reported	41	1.51%	19	22
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	5	0.18%	3	2
	White	1751	64.33%	994	757
		2722		1511	1211
2014	African American/Black	228	8.82%	146	82
	American Indian/Alaska Native	5	0.19%	3	2

Asian	577	22.32%	267	310
Hispanic/Latino	56	2.17%	33	23
Not Reported	89	3.44%	55	34
Other Pacific Islander	4	0.15%	4	.
Two or More Races	8	0.31%	6	2
White	1618	62.59%	906	712
	2585		1420	1165

* Includes employees classified as "fellows".

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
3 - Non-Faculty	2009	African American	1353	32.90%	955	398
		Asian/Pacific Islander	365	8.87%	245	120
		Hispanic	76	1.85%	49	27
		Native American	12	0.29%	8	4
		Not Reported	52	1.26%	30	22
		White	2255	54.83%	1527	728
			4113		2814	1299
	2010	African American/Black	1392	33.13%	988	404
		American Indian/Alaska Native	8	0.19%	5	3
		Asian	374	8.90%	239	135
		Hispanic/Latino	93	2.21%	60	33
		Not Reported	43	1.02%	24	19
		Other Pacific Islander	6	0.14%	6	.
		Two or More Races	18	0.43%	14	4
		White	2268	53.97%	1506	762
			4202		2842	1360
	2011	African American/Black	1347	32.61%	952	395
		American Indian/Alaska Native	7	0.17%	4	3
		Asian	397	9.61%	244	153
		Hispanic/Latino	83	2.01%	52	31
		Not Reported	33	0.80%	18	15
		Other Pacific Islander	5	0.12%	5	.
		Two or More Races	13	0.31%	11	2
		White	2246	54.37%	1494	752

		4131		2780	1351
2012	African American/Black	1325	31.95%	934	391
	American Indian/Alaska Native	6	0.14%	4	2
	Asian	399	9.62%	254	145
	Hispanic/Latino	87	2.10%	57	30
	Not Reported	47	1.13%	29	18
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	12	0.29%	11	1
	White	2269	54.71%	1494	775
		4147		2785	1362
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2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323
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2014	African American/Black	1210	31.97%	834	376
	American Indian/Alaska Native	7	0.18%	3	4
	Asian	336	8.88%	226	110
	Hispanic/Latino	68	1.80%	45	23
	Not Reported	112	2.96%	74	38
	Other Pacific Islander	2	0.05%	2	0
	Two or More Races	17	0.45%	15	2
	White	2033	53.71%	1347	686
		3785		2546	1239

Students by Race and Gender

Year	Race	Total	Pct	Gender	
				F	M
2009	African American	1103	17.28%	868	235
	Asian/Pacific Islander	894	14.01%	597	297
	Hispanic	239	3.74%	163	76
	Native American	18	0.28%	14	4
	Not Reported	481	7.54%	309	172
	White	3647	57.15%	2614	1033
		6382		4565	1817
2010	African American/Black	943	14.85%	751	192
	American Indian/Alaska Native	15	0.24%	11	4
	Asian	880	13.86%	591	289
	Hispanic/Latino	272	4.28%	188	84
	International	208	3.28%	129	79
	Not Reported	154	2.43%	99	55
	Other Pacific Islander	7	0.11%	4	3
	Two or More Races	142	2.24%	102	40
	White	3728	58.72%	2625	1103
		6349		4500	1849
2011	African American/Black	905	14.15%	702	203
	American Indian/Alaska Native	13	0.20%	8	5
	Asian	899	14.06%	614	285
	Hispanic/Latino	305	4.77%	218	87
	International	225	3.52%	140	85
	Not Reported	152	2.38%	106	46
	Other Pacific Islander	3	0.05%	1	2
	Two or More Races	162	2.53%	124	38
	White	3731	58.34%	2594	1137
		6395		4507	1888
2012	African American/Black	873	13.71%	685	188
	American Indian/Alaska Native	9	0.14%	5	4
	Asian	913	14.34%	619	294
	Hispanic/Latino	336	5.28%	230	106
	International	235	3.69%	145	90

	Not Reported	157	2.47%	111	46
	Other Pacific Islander	1	0.02%	.	1
	Two or More Races	190	2.98%	145	45
	White	3654	57.38%	2532	1122
		6368		4472	1896
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2013	African American/Black	861	13.70%	689	172
	American Indian/Alaska Native	9	0.14%	8	1
	Asian	954	15.18%	664	290
	Hispanic/Latino	324	5.16%	214	110
	International	271	4.31%	171	100
	Not Reported	146	2.32%	99	47
	Other Pacific Islander	1	0.02%	1	0
	Two or More Races	191	3.04%	148	43
	White	3527	56.13%	2474	1053
		6284		4468	1816
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2014	African American/Black	958	15.26%	755	203
	American Indian/Alaska Native	9	0.14%	7	2
	Asian	941	14.99%	663	278
	Hispanic/Latino	324	5.16%	220	104
	International	270	4.30%	173	97
	Not Reported	134	2.14%	86	48
	Other Pacific Islander	3	0.05%	2	1
	Two or More Races	192	3.06%	143	49
	White	3445	54.89%	2419	1026
		6276		4468	1808

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



APRIL 2, 2015

I. The UMBC Diversity Plan and Progress

Throughout 2014, 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, the Center for Women in Technology, the MARC U *STAR scholars program, and the ACTiVATE Entrepreneurship program. These programs and others reflect the substantive commitment to diversity that UMBC continues to fulfill. UMBC is well-known for its recruitment and support of a diverse staff, and is celebrating its fifth consecutive year of recognition in the Chronicle of Higher Education's annual Great Colleges to Work for Survey, which recognized UMBC for diversity in 2014. 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. Progress on these and 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 the Maximizing Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program at UMBC has been renewed through May 2015. This year the grant provides financial support, academic advising and professional development to 37 undergraduate junior and senior underrepresented groups (African-Americans, Hispanics, Native Americans, Pacific Islanders, financially disadvantaged, and handicapped persons) who pursue a PhD degree and a research career in the biomedical and behavioral sciences and mathematics. A competing continuation proposal was submitted in May 2014. 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 345 students have been selected as MARC Trainees, 97% of whom have graduated with STEM Bachelor's degrees, or are still UMBC undergraduates. 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, 79% of MARC alumni entered either a Ph.D. or a combined M.D. /Ph.D. program. To date 75 program alumni have earned a Ph.D. in a field of biomedical science; this includes 15 who have earned an M.D./Ph.D. dual degree.

2. The Center for Women in Technology (CWIT) in the College of Engineering and Information Technology (COEIT) supports UMBC's commitment to diversity by offering support to undergraduate women and underrepresented minorities majoring in engineering and computing through its Scholar and Affiliates Programs. CWIT also collaborates on initiatives and research focused on improving the climate for women in the College of Engineering and Information technology. CWIT supports the University in its efforts to attract private and public funding.

In fall 2014, CWIT served a total of 83 Scholars (up from 65 in fall 2013) in three programs - 44 CWIT Scholars, 16 T-SITE (NSF S-STEM funded) and 23 Cyber scholars (funded by the Northrop Grumman Foundation). Eighty-nine percent of the CWIT Scholars, 53% of the Cyber Scholars, and 56% of the T-SITEs are women. The Cyber and T-SITE Scholars are also ethnically/racially diverse. Twenty-two percent of the Cyber Scholars are from underrepresented racial groups—17% African American and 4% Hispanic. Thirty-seven percent of T-SITE scholars are African American—half entered the program as Permanent Residents from five different countries. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2014 (N=146) have either graduated in a COEIT major or are currently enrolled. The average GPA of current CWIT Scholars at the end of the fall 2014 semester was 3.65.

In addition to the Scholars, CWIT provides academic, personal, and professional development support to a growing number of CWIT Affiliates and Cyber Affiliates (primarily women; no scholarship support). In 2013-2014, the most recent year for which there is a complete set of attendance data, there were 156 CWIT Affiliates and 48 Cyber Affiliates. Seventy-one percent of the CWIT Affiliates were women and 21% African American or Hispanic. Thirty-seven percent of the CWIT Affiliates entered UMBC as transfer students. All Affiliates are invited to participate in CWIT community-building events, academic and career programming, service learning activities, and peer mentoring. A total of 671 students (Scholars, Affiliates, and other students) participated in Affiliates events in AY14. This is up from 339 in AY13. The growth is due to the increase in the number of scholars and CWIT Affiliates as well as the addition of the Cyber Affiliates program in fall 2013.

In May of 2014, all 2013-2014 Affiliates, students who attended CWIT events (and were not Scholars) and members of the CWIT Affiliates myUMBC group were invited to complete the CWIT End-of -Year Survey about their experiences. A total of 57 students out of the 283 invited to complete the survey responded (20% response rate). Seventy-four percent of

respondents were women and 38% were new freshman and transfer students in the College. Ninety-three percent of all respondents agreed that CWIT was a valuable resource for women in the College. Eighty-four percent rated their experience as a CWIT Affiliate as Excellent or Good and 88% said that they would recommend the Affiliates Program to new students. Ninety percent of respondents said that CWIT increased their awareness of the importance of diversity. The same percentage of respondents said that CWIT increased their awareness of the underrepresentation of women in engineering and IT fields.

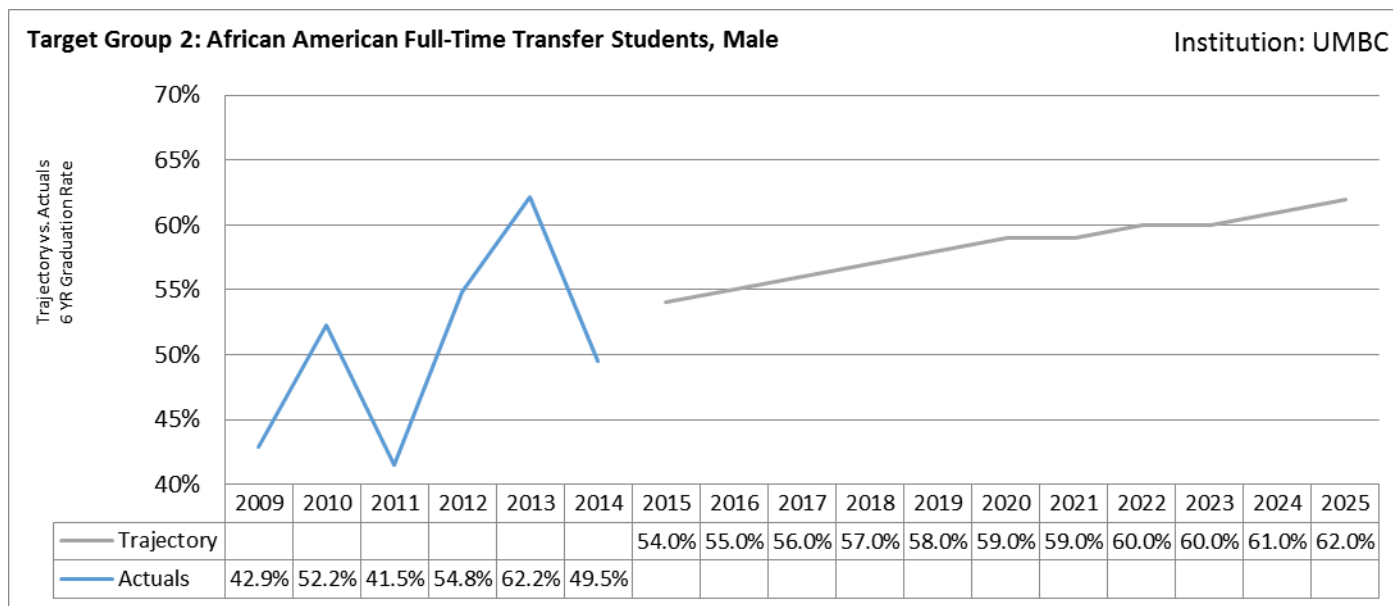
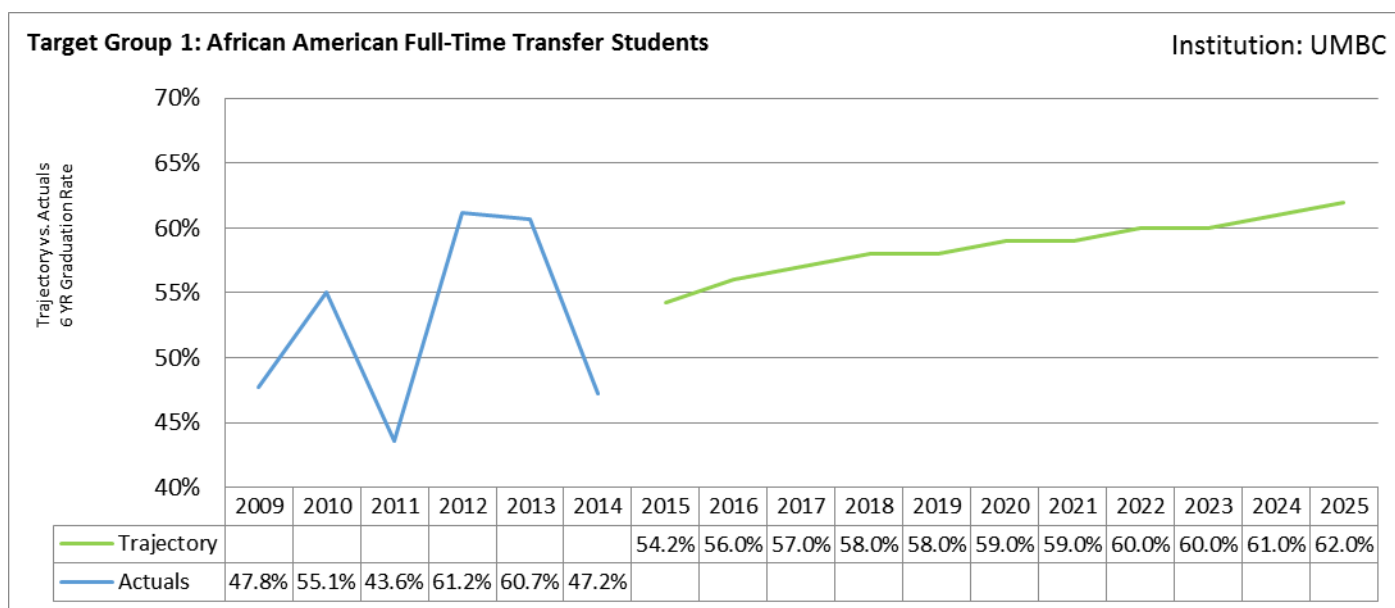
In addition to the NSF-funded T-SITE Scholars project, CWIT has been involved in two other research projects related to increasing the diversity of students interested in and pursuing undergraduate computing degrees. The CE21-Maryland planning project ended this year. It built relationships among high school teachers, community college and university faculty, and state education administrators to gain support for long-term improvements in high school computing education. The second, Transforming the First Year Experience of Computing Majors developed, delivered and evaluates a new first-year seminar for computing majors at UMBC that is designed to increase retention, completion, and success among students, especially women and those from underrepresented groups. The project is in its final year and data analysis is underway. Results about the impact of the experimental course on the retention of women and underrepresented minorities in computing majors will be available in the coming year.

3. During the AY 2014-2015 a total of 6 staff and 300 students from the Meyerhoff Scholars Program (with 66% 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, Southern Methodist University STEM Prep (Texas), Gateways Program (New York), hundreds of middle and high school students visited UMBC and/or had positive interactions with UMBC Meyerhoff Scholars.
4. The Hispanic/Latino Undergraduate (UG) Admissions Advisory Committee was established in 2008 to assist the Office of Undergraduate Admissions and Orientation 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 Undergraduate Admissions and the Hispanic/Latino Student Union. Overall, for freshmen there has been an increase in Hispanic/Latino applicants/admitted/enrolling students from 379/217/64 in 2010 to 818/400/94 in 2014. For transfer applicants, there has been an increase from 143/110/62 in 2010 to 193/152/98 in 2014.

5. In October 2014, NIH has granted UMBC over \$18 million to create a national model of comprehensive support to expand and increase the success of students seeking degrees in STEM. This initiative (STEM BUILD@UMBC) includes collaboration with five community colleges, Gallaudet University and the University of Maryland School of Medicine. This initiative will focus on high-potential students who are at risk for not completing their STEM degrees but who, with extra support, are likely to succeed.

B. Improved orientation and advising (of transfer students)

The University of Maryland, Baltimore County (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.



The achievement gap between African American full-time fall transfer students and their white counterparts reached an all-time low of 2.6 percentage points for the fall 2007 cohort. The comparable gap for male transfer students was 1.1 percentage points, the smallest gap since the 2003 cohort, when African American male transfer students graduated at a rate .8 percentage points higher than their white counterparts.

The fall 2008 cohort of African American transfer students (N=193) had a graduation rate 13.5 percentage points lower than the prior cohort. The drop for African American male transfer students was 12.7 percentage points. In comparison, white male transfer students saw a drop of 1.8 percentage points. Five-year graduation rates for the fall 2009 cohorts suggest that these disparities may continue next year even though we anticipate that the overall six-year graduation rate for new transfers will begin to rebound, similar to the rate for new freshmen. In addition, the retention rates of African American transfer students in more recent cohorts as compared to the overall and white cohorts suggest that the race and gender disparities in graduation rates may dissipate over time. For example, the one-semester retention rate of African American transfer students entering UMBC in fall 2013 was 94.1 percent compared to 92.5 percent for white transfer students and 92.6 percent for all new transfer students in that term.

1. UMBC's Extra Credit campaign has entered its 3rd year and continues to serve as a vibrant part of the University's targeted communication strategy for all undergraduate students (including transfer students). Extra Credit's objective is helping students maximize the benefits of their college experience and prepare for graduate study and the world of work by communicating key messages in ways that are timely, direct, attention-grabbing, and action-oriented. With over 75 individual messages created thus far, the campaign continues to evolve including the integration of several distinctive messages designed only for transfer students.
2. The STEM Transfer Student Success Initiative (t-STEM) is an innovative multi-institutional collaboration designed to support the successful transition to UMBC by students from Anne Arundel Community College (AACC), Community College of Baltimore County (CCBC), Howard Community College (HCC) and Montgomery College (MC). The Initiative focuses on students who are pursuing fields of study in science, technology, engineering, and mathematics. Based on this partnership, a complementary goal of the t-STEM Initiative is the development of a national model for the collaboration of two-year and four-year institutions seeking to enhance the success of transfer students in STEM fields.
3. The highlight of the past year (2014) was the launch, expansion, and refinement of the Initiative's website (stemtransfer.org). It unifies and connects the work that is being done across the Initiative, and illustrates the importance of a comprehensive and longitudinal approach to transfer success. It provides resources, tools, information, and support for potential and current STEM transfer students across the institutions; this web content will also be utilized by faculty and staff in a variety of ways. The curriculum content is being

developed by inter-institutional teams of chemistry and math faculty engaged in ongoing curricular alignment work, while the other topical areas are being developed by inter-institutional and intra-institutional teams of expert staff (e.g., financial aid officers serve as experts for the financial planning content). In addition, t-STEM Instructional Workshops hosted on the community college campuses complement the web-based content, and feature important topics such as internships, undergraduate research, and career readiness. In the fall of 2014, five distinct themes were showcased in nine workshops with an approximate total of 200 student attendees.

Support networks are also critical to the work of the Initiative. A cadre of 6 Pre-Transfer Advisors (PTAs) provides important academic and career information for students through drop-in and scheduled appointments. UMBC's PTA also provides online services through Skype and Google+ Hangout Events, and maintains a Google+ Profile Page to enhance outreach. Across institutions, preliminary data show that the PTAs collectively served an average of 786 students each semester of 2014, with a total number of 2,831 interactions over the course of the year. The Peer Alumni from Community Colleges (PACC), current UMBC students who transferred from partner community colleges, provide peer mentoring and programming for prospective and current transfer students from partner institutions. Across the institutions, the PACC team organized 18 distinct programs with a total of approximately 755 students in attendance (please note: students may have attended more than one program). PACC also collaborated with the Transfer Student Network at UMBC to co-sponsor 9 weekly programs with approximately 47 STEM-declared students in attendance. These programs addressed topics such as transfer readiness, campus involvement, health, research, and internships.

4. The Reverse Awarding of the Associate's Degree Initiative which began in 2012 – now includes active partnerships with Montgomery College, Howard Community College, Anne Arundel Community College and the Community College of Baltimore County. Thus far, this initiative, which enables current UMBC students to transfer UMBC credit back to their former community colleges, has facilitated the completion of 67 associate's degrees. In addition, two UMBC Enrollment Management staff members were awarded an MHEC Adapts Grant for \$25,000 that will help to dramatically expand the marketing and strategic advising associated with the initiative.
5. Over 2200 Summer 2013 Orientation evaluations were collected from incoming students (including transfers). Results indicated that:
 - 97.7% of students completing the evaluation were either very satisfied or satisfied with their academic advisor.
 - 88.4% of students completing the evaluation were either very satisfied or satisfied with their final academic schedule.
 - 95.8% of students completing the evaluation were either very satisfied or satisfied with their overall advising experience.
 - 98.8% of students completing the evaluation either strongly agreed or agreed that as a result of their orientation advising experience, they knew more about UMBC's general education requirements and academic issues related to their major (or current academic plan).

6. Implemented an academic seminar for transfer students (TRS 201)
 - Student self-assessment continues to show 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.
 - The one-semester and one-year retention rates for transfer students who enroll in a TRS are higher than for the overall transfer student population.

TRS Student Retention Compared to Overall Transfer Retention					
Semester	TRS Student N	TRS Student one-Semester Retention	UMBC Transfer-Student One-Semester Retention	TRS Student One-Year Retention	UMBC Transfer-Student One-Year Retention
Fall 2011	30	96.7%	88.9%	93.3%	80.1%
Spring 2012	11	90.9%	81.7%	90.9%	76.2%
Fall 2012	58	89.7%	87.6%	84.5%	78.8%
Spring 2013	14	85.7%	85.6%	85.7%	80.2%
Fall 2013	75	96.0%	90.3%	93.3%	82.89%
Spring 2014	15	92.3%	N/A	N/A	N/A

Data are from TRS program records and Institutional Research and Decision Support.

7. Added Supplemental Instruction (SI) for courses which have been difficult for transfer students
 - In AY 2013-2014, we offered SI in 13 courses (up from 12 courses in the prior year) serving 2,793 students (nearly identical to 2,784 students served in the prior year). Among the 1,101 students who participated in SI, 85 percent (932) earned an A, B, or C in the course (up from 80 percent in the prior year). Among the 1,692 non-SI students, 67 percent (1130) earned an A, B, or C (up from 64 percent in prior year).
 - Among the 340 transfer students participating in SI (up from 331 in the prior year) 76 percent (258) earned an A, B, or C in the course (up from 73 percent in the prior year). Among the 521 transfer students who did not participate in SI (up from 499 in the prior year), 56 percent (291) earned an A, B, or C in the course (down from 57 percent in the prior year).
 - Among the 32 African American male transfer students who participated in SI, 81 percent (26) earned an A, B, or C in the course (compared to 72 percent in the prior year). Among the 46 who did not participate in SI, 57 percent (26) earned an A, B, or C (compared with 37 percent the prior year).
8. 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.
 - The Coordinator of Transfer Academic Initiatives and Pre-Transfer Advising in the Office of Undergraduate Education identified all off-campus transfer students (n=536) who received an FYI alert (meaning that a professor reported the student in

- danger of earning less than a C in the course) during the spring 2014 semester.
 - All 536 students received an e-mail asking them to make an appointment with the Coordinator.
 - Sixteen percent of the students (84) completed an in person appointment.
 - Students who attended appointments reported receiving help with time management, study skills, and key encouragement at a difficult time.
9. Strengthened Transfer Student Alliance
- The Transfer Student Alliance (TSA) enrolls students at Montgomery College (MC), Community College of Baltimore County (CCBC), Prince George's Community College (PGCC), Anne Arundel Community College (AACC), and Howard Community College (HCC) 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. We have achieved a total TSA participation to date of 981 students (see chart below).

Transfer Student Alliance Results 2008 - 2013

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
2013-2014	925*	240*	120*	\$1,500 each to 10 students

*Year-to-date numbers for 2013-2014

Data come from internal Enrollment Management records.

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 Maximizing 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) and Pharmaceutical Sciences at the University of Maryland, Baltimore. An additional 73 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only seven URM students earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 19 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 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). The PROMISE AGEP was awarded one of the few "AGEP Transformation (AGEP-T)" grants in 2013, a \$1.75 million initiative that includes all of the institutions within the USM. UMBC leads this effort, and has as primary partners, the University of Maryland College Park, and the University of Maryland Baltimore. The PROMISE AGEP focuses on activities and research that lead to Ph.D. completion and careers as professors in the STEM disciplines. The Graduate School at UMBC, the Office of Postdoctoral Affairs, and the PROMISE AGEP sponsor programs and initiatives that are designed to facilitate academic community, professional development, degree completion and transition to career. UMBC serves as a national leader in the AGEP space and has seats on two AGEP advisory boards, one for Historically Black Colleges and Universities (Tuskegee Alliance to Forge Pathways to Academic Careers in STEM), and one that particularly focuses on the American Indian/Native American population (The Pacific Northwest Alliance for Graduate Education and the Professoriate). PROMISE maintains an online presence via a series of websites (e.g., <http://www.umbc.edu/promise> (more than 100,00 hits), myUMBC <http://my.umbc.edu/groups/promise>) and social media venues including Facebook (<http://www.facebook.com/PROMISEagep>), Twitter: @PROMISE_AGEP (http://www.twitter.com/PROMISE_AGEP). All graduate students and postdoctoral fellows, and particularly those from underrepresented backgrounds, are invited to participate in the activities of PROMISE regardless of their academic disciplines. Programs of PROMISE include The Dissertation House, 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 Celebration of Graduates*, *Faculty/Staff/Student Connections Opening Meetings*, and *monthly seminars that advance professional development and academic competencies*. Meetings include graduate students, postdocs, faculty, and staff. Monthly seminar attendance ranges between 60 and 100 participants. "Holistic" professional development seminars include the Financial Literacy series (sponsored by a TIAA-CREF grant to the Council of Graduate Schools), psychological well-being, and a new series on Career-Life Balance (sponsored by a new grant from the National Science Foundation). The Advanced Statistics series led by Dr. Christopher Rakes of the Department of Education continues to be a popular workshop that participants attend to improve research methodology. All seminars draw a diverse group of graduate students. The Office of Postdoctoral Affairs offers seminars and workshops that serve all postdocs, with particular attention to the Postdoctoral Fellows for Faculty Diversity, and the new PROMISE AGEP-T postdoctoral fellows.
- The PROMISE Summer Success Institute (SSI) is an annual conference, founded in August 2003 that brings 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. An extended PP&P track for "Postdocs, Professors, and Professionals" also draws alumni, and minority STEM professionals from the region. The SSI includes underrepresented minority (URM) graduate students, postdocs, alumni, and faculty, and includes external minority faculty from other universities who serve as "Mentors-in-Residence" for the 2-day conference. This event draws more than 200 attendees each year, and now includes

participants from several schools within the University System of Maryland (USM). The System has actively supported these efforts through the participation from the USM's Office of Academic Affairs. Events for PROMISE continue to have waitlists.

- The PROMISE models for preparing students for graduate study, professional development, capacity building, and communities of practice have been discussed in publications, <http://promiseagep.wordpress.com/publications/>, and are being modeled by other universities and organizations in the U.S., the Caribbean, and Latin America. Information about PROMISE and graduate student diversity has been published by journals and organizations such as *Academic Medicine*, the *American Society for Engineering Education (ASEE)*, the *Latin and Caribbean Consortium of Engineering Institutions (LACCEI)*, the *World Engineering Education Forum/ International Conference on Interactive Collaborative Learning (WEEF/ICL)*, and the conference on *Understanding interventions that broaden participation in research careers*. The publication of the article on "The Jessica Effect" by the AAC&U Peer Review, a journal of the American Association of Colleges and Universities, has led to more inclusion of family and members of students' support systems at university events. "The Jessica Effect" is being encouraged as a model by the Annual Biomedical Research Conference for Minority Students, (R. G. Tull, P. Ordóñez, F. Carter-Johnson, B. Zayas, A. Byars-Winston, M. Cortes-Rodriguez, "The Jessica Effect: Valuing Cultural and Familial Connections to Broaden Success in Academe," AAC&U Peer Review, 2014.).

UMBC's overall graduate student population has nearly doubled over the past 15 years, increasing from approximately 1,400 students in 1999, to 2,600 students in 2014. Since the introduction of our NSF-funded programs to broaden participation, enrollment of graduate students from underrepresented minority (URM) groups has grown from 17% of the overall population in 2004 to 19% in 2014. However within the College of Natural and Mathematical Sciences (CNMS) this corresponding change is from 13% to 18%, and is even more pronounced in the College of Engineering and IT (COEIT), growing from 11% to 20%. For Ph.D. students, URM enrollment has increased from 14% of the population to 17%. The change for CNMS is similar to the overall population; however, within the COEIT the proportion of URM students has nearly doubled from 9% to 17%. These changes are shown in the figures below. This increase in enrollment has led to a corresponding increase in graduation. It is noteworthy that the graduation rate of URM students is similar to that of the overall population for both master's and Ph.D. students.

Figure 1

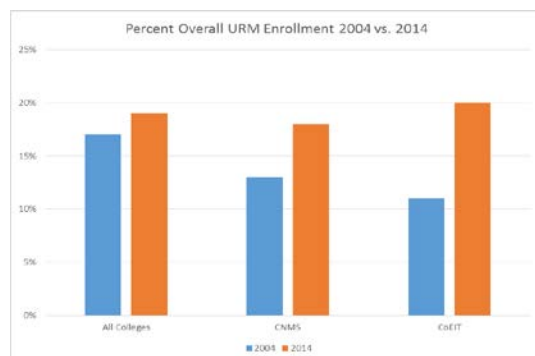
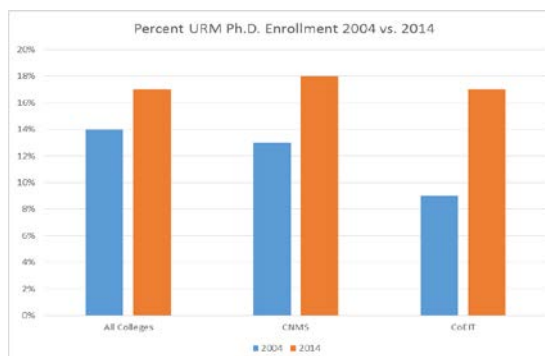


Figure 2



Recruitment and Support of a Diverse Faculty Body

A. URM Faculty hires and attrition in AY 2014-2015

UMBC hired 30 new full-time faculty for appointments in AY 2014-2015. Overall, 20% (N=6 of 30) of all new instructional faculty and 23% (N=5 of 22) of the new TT/T faculty were members of underrepresented minority groups. However, during the same period, UMBC lost three underrepresented minority assistant professor faculty members due to resignation. In addition, building on the success of the UMBC ADVANCE Program, 4 additional females were hired in STEM, which brings the total of STEM female faculty to 24% (N=47 of 197). However, during this same time period, UMBC lost one tenured female STEM faculty due to resignation. 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. *Interfolio*- UMBC has implemented Interfolio's ByCommittee online platform for full life-cycle faculty recruitment. In addition to allowing for the electronic receipt and review of all candidate application materials, this technology also allows the tracking of candidate pool diversity in the aggregate.
2. *Implicit Bias Search Committee Training* - these Dean-led annual workshops, train search committee chairs on how to minimize implicit biases in faculty searches.
3. *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. Fellows from the second cohort are completing their two-year appointments and on July 1, 2015, UMBC fellows for the third cohort will begin their appointments.
4. *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 continue to use our "We're Changing Minds, Come Join Us," brand-slogan on our Faculty Diversity Brochures and Website, promotional items, and also in such targeted publications as *Diverse* highlighting the accomplishments of a number of our exceptional faculty of color. 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. *On-Ramps* - This 2-year NSF EAGER Award pilot-project provides calibrated support at critical junctures to post-family leave associate professor women in STEM to accelerate research productivity while minimizing the effects of productivity gaps.
4. *Eminent Scholar Mentor Program*- a program that facilitates mentoring relationships between all new faculty and prominent external researchers in their fields.
5. *ADVANCE Leadership Cohort*- this initiative uses a cohort model and focuses on intentional career advancement for women in STEM. In the Fall 2014, five women associate professors in STEM formed the 4th ADVANCE Leadership Cohort.
6. *Faculty ADVANCEment Workshops*- these workshops are open to all faculty and address issues related to career advancement. We hosted a Fall 2014 workshop on Promotion to Full, a Spring 2015 workshop on developing faculty web-presence, and we are planning a Spring 2015 workshop on the tenure and promotion process.
7. *Campus community building activities*- are on-going with the addition of our newly established Women's Faculty Network to our already extant Latino/Hispanic Faculty Association, Women in Science and Engineering (WISE), and College of Arts, Humanities, & Social Sciences' Black Faculty Committee, and LGBT Faculty/Staff Association.

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 412 tenure/tenure track faculty, there are currently 29 (7%) Black/African American faculty and 19 (5%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 47 (24%) 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 a research best practices for developing an Emergent Scholars program that invites URM PhD candidates to visit campus and give a departmental research talk.

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 29 Black/African American faculty, eight (28%) are at the Assistant rank, fourteen (48%) are at the Associate Professor rank, and seven (24%) faculty are Full Professors. In terms of the 19 Latino/Hispanic faculty, six (32%) are at the Assistant Professor rank, eleven (58%) at the Associate Professor and two (11%) are Full Professors. The numbers for women faculty in general are 166 (40%) faculty, out of which 53 (32%) are at the Assistant Professor rank, 76 (46%) are at the Associate Professor rank and 37 (22%) 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. Through our ADVANCE program, we are offering more programming tailored to associate professor needs.
3. *Base-funding* will be required in order to fully institutionalize the *UMBC Postdoctoral Fellows Program for Faculty Diversity* beyond the 3rd cohort and to fund an Emerging Scholars Initiative. 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 postdoctoral 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 for associate professors.

Recruitment and Support of a Diverse Staff Body

- UMBC is well-known for its recruitment and support of a diverse staff, and is celebrating its fifth consecutive year of recognition in the Chronicle of Education's annual Great Colleges to Work For Survey, which recognized UMBC for diversity in 2014. The staff is comprised of 28.5% minority and 61.52% female employees, which reflects the diversity of UMBC's local, regional and national recruitment efforts and retention processes.
- UMBC supports diversity and inclusion by communicating its practice of being an [Equal Opportunity/Affirmative Action Employer](#) on all position announcements, throughout its website, including within job announcements, on its employment pages, as well as on its application form. These practices reflect compliance with our policies on Non-Discrimination, as well as federal, state and local laws and regulations.
- Position vacancies are advertised on websites and in journals and other print-related media that are widely read by prospective applicants, including minority and female job-seekers, such as Career Builder.com, Monster Jobs, HigherEdjobs.com, Inside Higher Ed, Mid-Atlantic Higher-Ed Recruitment Consortium, Maryland Workforce Exchange, the Baltimore Sun, the Washington Post, and other publications.
- Campus representatives attend relevant job fairs and conferences that reach a broad and diverse audience in an effort to support diversity and expand recruiting for UMBC's workforce.
- 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.

- An atmosphere of inclusion in hiring is promoted by ensuring that campus interview panels consist of a diverse group of individuals from relevant departments 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, and identifies campus professionals who can answer questions and respond to concerns or complaints.
- UMBC has a hiring review procedure that reviews selections based on: verifying that the selected candidate meets the minimum requirements as advertised; reviewing salary and compensation; confirming that a pool of candidates were interviewed; and assessing the justification letter supports the department's selection.
- New employees are briefed on campus policies that support diversity and inclusion during their orientation, and complete online training regarding Sexual Misconduct Awareness Prevention and Response, within their on-boarding process. Further information is provided in the Staff Handbook and on the campus policies web page.
- 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 appropriate locations throughout the campus.
- Various training programs are provided that review equal employment concepts and state and federal civil rights mandates to assure that consistent and appropriate methods are used for evaluation and support of staff during their career at UMBC. 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". Online training, Preventing Workplace Harassment, is being customized for 2015 staff training as an additional support for diversity and inclusion.
- Additional trainings are provided on campus including: Sexual Assault and Relationship Violence Protocol Training; Safe Zone training for LGBTQ awareness; Green Dot Training for bystander intervention; as well as various trainings on topics including Equal Opportunity and Diversity through Skillsoft, our online training provider.
- Additional UMBC's Human Relations Committee works with matters of diversity and has staff representation from the Professional Staff Senate and the Non-Exempt Excluded Staff Senate. The President's Commission for Women works to support gender equity, and the Women's Center has many gender-based affinity groups, including a Parenting group that provide support to staff who participate in their initiatives. An LGBTQ affinity group is available for staff as well as faculty.

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

A. *Student Affairs*

1. University Health Services

University Health Services (UHS) targeted health education programming, events and services to the following specific populations on campus during the 2013-2014 academic year (July 1, 2013 – June 30, 2014):

- Women:
 - Breast Cancer Awareness (30 students)
 - Sexual Assault & Relationship Violence Awareness (690 students)
 - Women's Health Education Seminars (31 patients)
- LGBTQ & International Students:
 - Mosaic Center Diversity Fairs (130 students)
 - Sexual Health & HIV/AIDS Awareness (570 students)

2. Career Services Center

- Fall 2014 Diversity Recruitment Event: 174 students and 33 employers registered
- BEYA Conference 2015 (Black Engineer of the Year): 227 UMBC students register vs. 190 students register in 2014.

3. Residential Life

- Renovations to Hillside and Terrace apartments, and Potomac Residence Hall to include the Americans with Disabilities Act (ADA) compliance upgrades
- 24 students w/physical ADA accommodations in student housing (visual, hearing, mobility, wheelchair, service animal, emotional assistance animal)
- 40 students living in Gender-Neutral housing (17 at Walker Avenue Apartments, 22 in Residential Life apartments, and one in a single room in the residence halls)
- 50 programming initiatives that addressed multicultural exploration
- Student Staff diversity training – over 250 students
 - Topics included
 - Overview of diversity

- Disability
- Mental Health
- Learning and resources available
- Voices Against Violence program (relationship violence)
- Understanding self and others
- Hall programming that centered on social justice and civic engagement (to include the student groups Residential Student Association and the National Residence Hall Honorary at UMBC)
- Interact (Second Year)

This is a joint program between the Department of Student Affairs and the Department of Modern Languages, Linguistics & Intercultural Communication focusing on cultural competency and communication skills building for authentic conversations. Forty-two (42) students in Chesapeake Residence Hall participated and four Peers were trained. Each facilitation pair led the group for one and a half hours once a week for a total of four weeks in September. Resident Assistant facilitator training was two full days that happened before Residential Life training.

B. Office of Student Life

During the 2013-2014 academic year, the Office of Student Life's Mosaic Culture and Diversity Center reached 2,382 students, staff and faculty through 46 programs including: Welcome Week outreach events for new and transfer students; a Cultural and Interfaith speaker series; LGBTQ focused events, Safe Zone workshops for LGBTQ student support; social justice education; cultural diversity events and celebration/resource fairs, diversity education presentations and discussions for first year students, transfers and returning students by request; and co-sponsored events with on and off-campus partners like the inaugural Critical Social Justice Week.

Many accomplishments were made regarding campus climate for LGBTQ community members. To highlight a few, we worked to change the former Freedom Alliance space to the newly-renovated Queer Student Lounge (QSL), the President's Council received SafeZone training (Session I: LGBTQ 101). the Women's Center and The Mosaic formed the Spectrum group for trans* and gender questioning students, the Gender-neutral restroom retrofitting was completed in The Commons, and UMBC's Campus Climate Index score improved from a 4 to a 4.5.

C. *The Women's Center*

The Women's Center provides intentional space, programming, support groups, and educational opportunities for various reasons related to diversity:

- LGBTQ identified women (through Between Women)
- Transgender and/or gender variant students (through Spectrum)

- Women of Color (through the Women of Color Coalition)
- Non-traditional/returning women undergraduate students (through the Returning Women Forum and the Returning Women Scholarship program)
 - The scholarship program provided approximately \$54,000 in financial aid to 24 students via three different scholarships in FY2015
- Mothers (through the mothers and parents group)
 - During FY2014 the lactation room was used **321** times and since the start of FY2015, **236** times
 - Maintain a childcare resource guide that is updated regularly and a myUMBC Moms and Parents group page. The guide and group page has been particularly important (and requested multiple times) since the closing of the Y childcare facility on campus in September 2013
- Undergraduate men (through Rebuilding Manhood – a semester long program that addresses 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, in addition to addressing violence against women)

The Center also seeks opportunities to program and create events related to diversity education and awareness through:

- Relationships Violence Awareness Month
- Sexual Assault Awareness Month
- Women’s History Month
- Critical Social Justice - an initiative with the goal of facilitating constructive and dynamic engagement with social justice with a focus on various issues related to diversity and social identities
- Telling Our Stories: I’m Not/I am – a spring 2015 initiative aimed at addressing stereotypes faced by women of color made possible through grant from American Association of University Women

IV. Demographic Data

Table 1 shows the demographic data for students by undergraduate/ graduate status for fall 2008 through fall 2014. At both the undergraduate and graduate levels, no significant changes in the distribution of race/ethnicity have occurred between fall 2013 and fall 2014, with any fluctuations falling within two percentage points. At the undergraduate level, over 46% of students identify as minority or two or more races, compared to about 25% at the graduate level. Graduate students, however, are more likely to be international (20.5% vs. 4.6% for undergraduates).

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 2013 and fall 2014. While the distribution by race/ethnicity did not change significantly, there was a 17.4% increase in the number of African American Tenured/Tenure Track faculty, as well as a 17.2% increase in Asian faculty in the same category. There was a 10% increase in Hispanic Non-Tenure Track Faculty. Among staff, the only group with a greater than 10 percent increase was Native Hawaiian or other Pacific Islander. However, with only 8 individuals, this group comprises just 0.6% of the staff population. Overall, 21.7% of all faculty and 28.4% of staff identify as minority or two or more races.

TABLE 1: STUDENTS

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
UNDER-GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,790	16.3%	817	973	1,765	15.8%	816	949	1,864	16.4%	875	989
American Indian or Alaska Native	44	0.5%	25	19	22	0.2%	13	9	16	0.1%	9	7	20	0.2%	14	6
Asian	2,085	21.7%	1,106	979	2,194	20.0%	1,211	983	2,213	19.9%	1,213	1,000	2,281	20.0%	1,235	1,046
Hispanic/Latino	383	4.0%	201	182	573	5.2%	275	298	627	5.6%	304	323	672	5.9%	337	335
White	4,985	51.9%	2,911	2,074	5,102	46.6%	2,999	2,103	5,031	45.2%	2,955	2,076	5,033	44.2%	2,943	2,090
Native Hawaiian or other Pacific Islander*	-	0.0%			23	0.2%	7	16	18	0.2%	5	13	22	0.2%	9	13
Two or more races	-	0.0%			362	3.3%	185	177	403	3.6%	191	212	415	3.6%	200	215
Did Not Self Identify	157	1.6%	83	74	422	3.9%	241	181	583	5.2%	333	250	550	4.8%	342	208
International	351	3.7%	191	160	465	4.2%	256	209	480	4.3%	257	223	522	4.6%	299	223
TOTAL	9,612		5,246	4,366	10,933		6,004	4,949	11,136		6,083	5,033	11,379		6,234	5,125
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	342	12.7%	144	198	352	12.7%	148	204	317	12.2%	136	181
American Indian or Alaska Native	9	0.3%	5	4	5	0.2%	3	2	5	0.2%	3	2	4	0.2%	1	3
Asian	170	6.4%	76	94	160	6.0%	88	72	173	6.2%	102	71	194	7.5%	110	84
Hispanic/Latino	69	2.6%	27	42	80	3.0%	35	45	91	3.3%	43	48	98	3.8%	49	49
White	1,400	52.7%	617	783	1,446	53.9%	706	740	1,457	52.6%	723	734	1,303	50.1%	641	662
Native Hawaiian or other Pacific Islander*	-	0.0%			7	0.3%	2	5	5	0.2%	1	4	7	0.3%	3	4
Two or more races	-	0.0%			38	1.4%	26	12	44	1.6%	24	20	35	1.3%	18	17
Did Not Self Identify	278	10.5%	126	152	145	5.4%	86	59	137	4.9%	77	60	109	4.2%	71	38
International	428	16.1%	232	196	461	17.2%	261	200	508	18.3%	286	222	533	20.5%	294	239
TOTAL	2,656		1,190	1,466	2,684		1,351	1,333	2,772		1,407	1,365	2,600		1,323	1,277

UNDER- GRADUATE	% chg f08- f14	% chg f13- f14
African American/Black	16.0%	5.6%
American Indian or Alaska Native	-54.5%	25.0%
Asian	9.4%	3.1%
Hispanic/Latino	75.5%	7.2%
White	1.0%	0.0%
Native Hawaiian or other Pacific Islander*	na	22.2%
Two or more races	na	3.0%
Did Not Self Identify	250.3%	-5.7%
International	48.7%	8.8%
TOTAL	18.4%	2.2%
GRADUATE	% chg f08- f14	% chg f13- f14
African American/Black	5.0%	-9.9%
American Indian or Alaska Native	-55.6%	-20.0%
Asian	14.1%	12.1%
Hispanic/Latino	42.0%	7.7%
White	-6.9%	-10.6%
Native Hawaiian or other Pacific Islander*	na	40.0%
Two or more races	na	-20.5%
Did Not Self Identify	-60.8%	-20.4%
International	24.5%	4.9%
TOTAL	-2.1%	-6.2%

TABLE 1 (Cont.)

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,132	15.6%	961	1,171	2,117	15.2%	964	1,153	2,181	15.6%	1,011	1,170
American Indian or Alaska Native	53	0.4%	30	23	27	0.2%	16	11	21	0.2%	12	9	24	0.2%	15	9
Asian	2,255	18.4%	1,182	1,073	2,354	17.3%	1,299	1,055	2,386	17.2%	1,315	1,071	2,475	17.7%	1,345	1,130
Hispanic/Latino	452	3.7%	228	224	653	4.8%	310	343	718	5.2%	347	371	770	5.5%	386	384
White	6,385	52.0%	3,528	2,857	6,548	48.0%	3,705	2,843	6,488	46.6%	3,678	2,810	6,336	45.3%	3,584	2,752
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	30	0.2%	9	21	23	0.2%	6	17	29	0.2%	12	17
Two or more races	-	0.0%	-	-	400	2.9%	211	189	447	3.2%	215	232	450	3.2%	218	232
Did Not Self Identify	435	3.5%	209	226	567	4.2%	327	240	720	5.2%	410	310	659	4.7%	413	246
International	779	6.3%	423	356	926	6.8%	517	409	988	7.1%	543	445	1,055	7.5%	593	462
TOTAL	12,268		6,436	5,832	13,637		7,355	6,282	13,908		7,490	6,418	13,979		7,577	6,402

ALL STUDENTS	% chg f08-f14	% chg f13-f14
African American/Black	14.2%	3.0%
American Indian or Alaska Native	-54.7%	14.3%
Asian	9.8%	3.7%
Hispanic/Latino	70.4%	7.2%
White	-0.8%	-2.3%
Native Hawaiian or other Pacific Islander*	na	26.1%
Two or more races	na	0.7%
Did Not Self Identify	51.5%	-8.5%
International	35.4%	6.8%
TOTAL	13.9%	0.5%

TABLE 2: FACULTY

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	62	6.4%	28	34	59	6.2%	29	30	62	6.4%	30	32
American Indian or Alaska Native	2	0.2%	-	2	2	0.2%	1	1	2	0.2%	1	1	1	0.1%	-	1
Asian	107	10.5%	72	35	107	11.0%	64	43	111	11.6%	64	47	123	12.7%	67	56
Hispanic/Latino	11	1.1%	6	5	23	2.4%	7	16	22	2.3%	8	14	23	2.4%	7	16
White	714	70.1%	430	284	697	71.8%	403	294	699	73.3%	401	298	712	73.6%	397	315
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	3	0.3%	2	1	7	0.7%	5	2	-	0.0%	-	-
Two or more races	-	0.0%	-	-	4	0.4%	3	1	1	0.1%	-	1	1	0.1%	-	1
Did Not Self Identify	1	0.1%	-	1	1	0.1%	-	1	-	0.0%	-	-	3	0.3%	1	2
International	123	12.1%	83	40	72	7.4%	46	26	53	5.6%	33	20	43	4.4%	29	14
TOTAL	1,018		615	403	971		554	417	954		541	413	968		531	437

ALL FACULTY	% chg f08-f14	% chg f13-f14
African American/Black	3.3%	5.1%
American Indian or Alaska Native	-50.0%	-50.0%
Asian	15.0%	10.8%
Hispanic/Latino	109.1%	4.5%
White	-0.3%	1.9%
Native Hawaiian or other Pacific Islander*	na	-100.0%
Two or more races	na	0.0%
Did Not Self Identify	200.0%	na
International	-65.0%	-18.9%
TOTAL	-4.9%	1.5%

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	22	5.8%	14	8	23	6.0%	14	9	27	6.9%	14	13
American Indian or Alaska Native	-	0.0%	-	-	1	0.3%	1	-	1	0.3%	1	-	-	0.0%	-	-
Asian	41	10.8%	26	15	53	14.0%	33	20	58	15.1%	34	24	68	17.4%	38	30
Hispanic/Latino	6	1.6%	3	3	13	3.4%	4	9	12	3.1%	5	7	12	3.1%	5	7
White	277	73.3%	175	102	272	71.8%	169	103	278	72.4%	173	105	273	70.0%	166	107
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	2	0.5%	1	1	2	0.5%	1	1	-	0.0%	-	-
Two or more races	-	0.0%	-	-	1	0.3%	-	1	1	0.3%	-	1	1	0.3%	-	1
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	9	2.3%	7	2
International	33	8.7%	18	15	15	4.0%	9	6	9	2.3%	5	4	-	0.0%	-	-
TOTAL	378		233	145	379		231	148	384		233	151	390		230	160
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	40	6.8%	14	26	36	6.3%	15	21	35	6.1%	16	19
American Indian or Alaska Native	2	0.3%	-	2	1	0.2%	-	1	1	0.2%	-	1	1	0.2%	-	1
Asian	66	10.3%	46	20	54	9.1%	31	23	53	9.3%	30	23	55	9.5%	29	26
Hispanic/Latino	5	0.8%	3	2	10	1.7%	3	7	10	1.8%	3	7	11	1.9%	2	9
White	437	68.3%	255	182	425	71.9%	234	191	421	73.9%	228	193	439	76.0%	231	208
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	1	0.2%	1	-	5	0.9%	4	1	-	0.0%	-	-
Two or more races	-	0.0%	-	-	3	0.5%	3	-	-	0.0%	-	-	-	0.0%	-	-
Did Not Self Identify	1	0.2%	-	1	1	0.2%	-	1	-	0.0%	-	-	3	0.5%	1	2
International	90	14.1%	65	25	56	9.5%	37	19	44	7.7%	28	16	34	5.9%	22	12
TOTAL	640		382	258	591		323	268	570		308	262	578		301	277

TENURED/ TENURE TRACK FACULTY	% chg f08-f14	% chg f13-f14
African American/Black	28.6%	17.4%
American Indian or Alaska Native	na	-100.0%
Asian	65.9%	17.2%
Hispanic/Latino	100.0%	0.0%
White	-1.4%	-1.8%
Native Hawaiian or other Pacific Islander*	na	-100.0%
Two or more races	na	0.0%
Did Not Self Identify	na	na
International	-100.0%	-100.0%
TOTAL	3.2%	1.6%
NON-TENURE TRACK FACULTY	% chg f08-f14	% chg f13-f14
African American/Black	-10.3%	-2.8%
American Indian or Alaska Native	-50.0%	0.0%
Asian	-16.7%	3.8%
Hispanic/Latino	120.0%	10.0%
White	0.5%	4.3%
Native Hawaiian or other Pacific Islander*	na	-100.0%
Two or more races	na	na
Did Not Self Identify	200.0%	na
International	-62.2%	-22.7%
TOTAL	-9.7%	1.4%

TABLE 3: STAFF

STAFF (excluding grad asst)	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	273	22.6%	79	194	270	21.6%	73	197	277	21.5%	75	202
American Indian or Alaska Native	5	0.4%	2	3	3	0.2%	1	2	2	0.2%	1	1	1	0.1%	1	
Asian	40	3.3%	15	25	39	3.2%	13	26	43	3.4%	16	27	45	3.5%	15	30
Hispanic/Latino	19	1.6%	9	10	24	2.0%	10	14	30	2.4%	13	17	30	2.3%	14	16
White	877	71.9%	358	519	853	70.7%	354	499	887	71.1%	372	515	921	71.5%	383	538
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	4	0.3%	1	3	7	0.6%	2	5	8	0.6%	4	4
Two or more races	-	0.0%	-	-	7	0.6%	3	4	5	0.4%	2	3	5	0.4%	2	3
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-	1	0.1%		1
International	3	0.2%	1	2	4	0.3%	3	1	3	0.2%	2	1	1	0.1%	1	
TOTAL	1,220		463	757	1,207		464	743	1,248		482	766	1,289		495	794

* 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, December 2015

STAFF (excluding grad asst)	% chg f08-f14	% chg f13-f14
African American/Black	0.4%	2.6%
American Indian or Alaska Native	-80.0%	-50.0%
Asian	12.5%	4.7%
Hispanic/Latino	57.9%	0.0%
White	5.0%	3.8%
Native Hawaiian or other Pacific Islander*	na	14.3%
Two or more races	na	0.0%
Did Not Self Identify	na	0.0%
International	-66.7%	-66.7%
TOTAL	5.7%	3.3%

Cultural Diversity Report 2015

University of Maryland, College Park Narrative (See Appendix for Tables)

I. Institutional Plan to Improve Cultural Diversity

As stated in the UMCP's Strategic Plan, *Transforming Maryland: Higher Expectations*, endorsed by the University Senate on May 6, 2008, and adopted by former 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." President Wallace Loh affirmed this commitment in stating, "The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths."

For us, "cultural diversity" means attention to underrepresented racial and ethnic groups, as well as other cultural and identity groups who have been marginalized. Thus, we work to enhance the equity and inclusion of those who are economically disadvantaged; of sexual, religious, and ability minorities; and of women. We also recognize that identities intersect and that underrepresented minorities are members of multiple identity groups; thus, we take a holistic approach in addressing barriers and enhancing inclusion.

Academic year 2013-14 marked the fourth year of the 10-year strategic plan for diversity--*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 plan sets forth goals and strategies in six core areas: Leadership; Climate; Recruitment and Retention (of outstanding faculty, staff and students); Education; Research and Scholarship; and Community Engagement. The university's first Chief Diversity Officer (CDO) and Associate Vice President, Dr. Kumea Shorter-Gooden, head of the Office of Diversity & Inclusion (ODI), is charged with implementation of the plan. A university-wide Diversity Advisory Council, which includes undergraduate and graduate students, staff (exempt and non-exempt), and faculty meets quarterly and provides advice and guidance to the CDO in the implementation of the Strategic Plan.

In 2013-14, per the diversity strategic plan, Diversity Officers were named in each Division and College. Their role is to work with the Dean or Vice President, as well as the broader constituency in the Division/College, to develop and implement annual diversity and inclusion goals for the Division/College. Goals for 2014-15 were articulated by the end of FY14. The Chief Diversity Officer convenes the Diversity Officers, and in 2013-14, a retreat and other on-boarding activities helped to develop the knowledge, skills and capacity of the group.

To evaluate our progress with respect to cultural diversity, we rely on numerical data on representation, retention, graduation, and promotion/tenure rates. Additionally, we use climate data. In Spring 2011 and again in Spring 2013, the campus's NSF-funded ADVANCE Program

for Inclusive Excellence conducted a biennial Work Environment Survey for Tenure-Track/Tenured Faculty, which provided information on the experiences of women faculty and faculty of color. We are currently considering an engagement/climate survey of all faculty and staff.

We are demonstrating success in a number of areas: The University is one of the nation's most diverse campuses. U.S. students of color comprised 40% of our undergraduate population in Fall 2013; twenty-one percent of undergraduates were U.S. underrepresented ethnic minority students, i.e. Black/African American, Hispanic, American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander. In Fall 2013, 20% of our graduate students were U.S. students of color (see Appendix Tables 1 and 2). 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.

Another example of our success is that the University is one of the top producers of minority STEM degrees at both the undergraduate and graduate levels. In 2014, *Diverse Issues in Higher Education* ranked UMD among the top 20 universities in awarding the following: undergraduate degrees to African-Americans and Asian-Americans in Biology and Biomedical Sciences; bachelor's and master's degrees to African-Americans in Engineering; doctoral degrees to Asian Americans in Physical Sciences and Computer and Information Sciences. (See detail in Appendix.)

Additionally, we are continuing efforts to close the achievement gap between the undergraduate student body as a whole and Hispanic, African-American, and low-resource students. The gap in the six-year graduation rate of Hispanics fell from 9.9% (entering class of 2005) to 4.7% (entering class of 2008). Over the same period the graduation gap among African-American students fell from 8.5% to 7.2% and it fell from 5.8% to 3.6% for low-resource students.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

UMCP is committed to fostering an inclusive community and aggressively recruiting diverse and underrepresented individuals to our student population, administrative staff, and faculty. Following we detail our major initiatives in each of these areas.

Traditionally Underrepresented Students

To increase the number of students of color who choose to apply and ultimately to enroll at the University, the Office of Undergraduate Admissions continues the use of a multi-tiered and creative strategy that focuses on: (1) outreach (for example, hosting a College Access Conference, the creation and successful implementation of the Maryland Ascent Program); (2) recruitment (for example, expanding international recruitment efforts, holding recruitment program sessions and tours in Spanish); (3) strategies to monitor and review applications from underrepresented students; and (4) yield strategies (for example, an overnight program that targets underrepresented students who have been admitted). All Admissions staff participate in these efforts. This year, in recognition of the critical importance of elevating the focus on diversity efforts in our office and in our outreach, the position of Assistant Director of

Admissions and Diversity Initiatives has been elevated to Associate Director of Admissions and Diversity Initiatives.

The **Academic Achievement Programs (AAP)** is comprised of five programs: two state-funded programs, Intensive Educational Development program and the Summer Transitional Program and three federally funded TRIO programs--Student Support Services, Educational Opportunity Center (EOC) and the Ronald E. McNair Post-Baccalaureate Achievement Program. All AAP programs work in collaboration to support the University's goal to enroll, retain, and graduate more students from a variety of backgrounds by focusing efforts on low-income and first-generation students. Academic Achievement Programs deliver rigorous educational experiences and academic support services to support retention, graduation, career readiness and post-baccalaureate degree attainment. Since 2009, AAP has maintained an average first-year retention rate of 97%; AAP students' six-year graduation rate is 73.7% for the 2008 cohort. AAP has launched several initiatives including its Academic Societies, Mocktail event, and Reach Up-Reach Out to reconnect and engage upper class students, develop students' leadership, and promote graduate school enrollment and career readiness. Every year the Educational Opportunity Center serves 1,000 adult students in Prince George's County; Student Support Services program serves 450 students on campus, and 125 new students are admitted each year. Approximately 50% of the students are Black, 24% are Hispanics, 11% are White, and 11% are Asian. The AAP-McNair program serves 43 McNair Scholars each year and places 65% of the graduates in graduate/doctoral programs each year. This past year the University of Maryland's 15th National Conference hosted 185 McNair Scholars from across the US and provided a national graduate college fair with more than 50 nationally ranked graduate schools in attendance.

The **Office of Multi-Ethnic Student Education (OMSE)** serves undergraduate students with academic support programs in order to increase rates of matriculation, retention, graduation, and overall GPA. The majority of the students are American Indian, Asian American, African American, Hispanic, and multi-racial. Students made over 4,804 visits to OMSE during FY14. Core programs are:

The College Success Scholars (CSS) program provided structured personal, academic and professional support to 161 African American and Hispanic/Latino males in FY 14, in order to ensure their full engagement in all aspects of university life, with an emphasis on retention and graduation. CSS offered a 6-week summer bridge program, weekly 3 to 5-hour study sessions; study groups; math and science review sessions; workshops on college success, diversity and leadership; and one-on-one tutorial sessions. The scholars were mentored and supported by upper-class students who served as team leaders. All 44 first-year 2013 Scholars were retained to Fall 2014, for a 100% one-year retention rate. A Parents' Advisory Group met regularly and was actively engaged in supporting the goals of the program.

A Tutorial Program covers key undergraduate courses in writing, mathematics, biology, chemistry and economics, offering review sessions that cover STEM-related courses and courses with high rates of D, F and W grades. During FY14, the tutorial program provided 1659 hours of service to 1,798 students, most of whom were first-year or sophomores, and who identified as African American (30%), Hispanic/Latino (13%), two or more races (10%), and Asian (2%).

In addition, OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 134 students in FY14.

In FY14 Sister2Sister supported the personal, professional, and academic goals of 42 undergraduate women of diverse ethnicities. This program provided on- and off-campus professional and academic resources, service-learning opportunities, and study sessions.

The OMSE Academic Excellence Society, which recognizes, fosters, and rewards academic excellence among multi-ethnic students with a 3.5 GPA or higher, inducted 213 students in FY14.

OMSE served over 1000 pre-college students in FY14 through K-12 pipeline programs, including the Native American Indian Pow Wow, Prince Georges County ESOL Middle School College Access Day, and the “I Can Do That” Project. In addition, OMSE hosted over 300 students for informational panels and tours at the request of the Office of University Admissions.

Additionally, OMSE hosted its first Conference on Racial Identity Development, attended by 137 students, faculty, staff, and guests, with presentations and workshops by national scholars, such as Drs. Marybeth Gasman, William Cross, Rita Hardiman, Bernardo Ferdman, Perry Horse, Barbara Love, and the University of Maryland’s own Janelle Wong.

The **University of Maryland Incentive Awards Program (UMIAP)** recognizes young people from Baltimore City and Prince George’s County high schools who have faced adverse life circumstances and prevailed. Its purpose is to promote achievement, community involvement and leadership among students who have demonstrated uncommon persistence, maturity and solid academic performance. Through a combination of financial aid resources and scholarships, the students’ tuition, fees, room and board are supported for four years. Throughout the four years, students attend regular community meetings and individual meetings with staff members, and participate in community service projects, retreats, and social excursions. UMIAP staff provide ongoing personal, academic and professional coaching, and faculty/staff mentors and peer mentors are assigned to each student to offer guidance and support. Eighteen students are in each UMIAP cohort.

The **Student Success Initiative (SSI)** was developed through the Office of the Vice President of Student Affairs and is comprised of three distinct but overlapping strategies, all of which are meant to foster a culture of academic excellence and professional success amongst Black male undergraduates at Maryland.

Virtual community development-UMSuccess is a dynamic interactive social website and student organization that also has an associated Facebook page, Tumblr page, and Twitter account. Each platform is meant to provide images and stories of students achieving at Maryland, provide essential student resources and supports, and foster stronger sense of community.

Face-to-face community development occurs through--

- The Student Empowerment Project (STEP) is comprised of Black male student leaders

from across the University who have devoted themselves to promoting the message of academic excellence and professional success.

- Financially Awareness for \$mart Terps (FAST) is a student group that is committed to increasing the financial acumen of students at Maryland.

Direct Student Outreach -- SSI uses institutional data to identify students who are in need of support and seeks to make personalized direct contact with them, encouraging them to remain in school while offering students assistance in three key areas -- academic, financial aid, and mental health. SSI refers identified students to established partners within the three key areas and within the student's home college for additional support.

Traditionally Underrepresented Faculty and Administrative Staff

The NSF-funded **ADVANCE** Program for Inclusive Excellence, which was in the fourth of five years in FY14, has achieved specific goals toward increasing the representation and retention of women faculty at University of Maryland. First, ADVANCE has implemented peer networks among faculty, led by expert facilitators, to decrease isolation and provide strategic career information. These peer networks include Keeping Our Faculties for pre-tenure assistant professors; Advancing Faculty Diversity for assistant and associate professor male and female faculty of color; Advancing Together for associate professors; Advancing Professional Track Faculty for non-tenure track women and men; and ADVANCE Professors, full professor women faculty who mentor junior faculty in their colleges. Second, ADVANCE launched the service dashboard as part of the larger faculty dashboard with the goal of making campus service activity data more transparent. Third, ADVANCE has supported promotion and tenure policy reform by advocating the integration of work-life balance and interdisciplinary scholarship. In order to continue operation and development of these initiatives, program leadership is working to institutionalize ADVANCE at the end of the grant in summer, 2015, for another five years.

III. Efforts to Create Positive Interactions and Cultural Awareness

We are committed to fostering dialogue and collaboration among people of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all. We have a number of initiatives designed to promote faculty and staff cultural awareness, curricular diversity, and cultural diversity in co-curricular programming. These initiatives are detailed below:

Cultural Training Programs for Faculty and Staff

The **Teaching and Learning Transformation Center (TLTC)** is the entry point on campus to support excellence in teaching and learning for faculty and graduate student teaching assistants and instructors. The TLTC offers a range of activities and services including numerous workshops and learning communities. Promotion of diversity and inclusion efforts are an important aspect of improving teaching excellence and education on campus. Toward that end, the TLTC and the Graduate Student Government initiated the Inclusion and Diversity Workshop Series in Spring 2013. The series has continued since then, including 4-6 workshops per academic year on topics of inclusion and diversity in teaching and learning targeted at faculty

and graduate student instructors.

The **Office of Diversity & Inclusion (ODI)** offered over 30 workshops and trainings to staff and faculty in various campus units in the areas of Cross-cultural Communication, Diverse and Inclusive Workplaces, Difficult and Crucial Conversations, Conflict Management, among others. Moreover, in FY14 the Chief Diversity Officer conducted 2-hour sessions on "Creating Inclusive Departments" in the four biggest Colleges with the Dean, Department Chairs, and Center and Institute Directors. The aim is to enhance awareness and understanding of implicit bias and microaggressions and the role of faculty administrators in fostering healthy, inclusive teams. The rest of the Colleges participated in 2014-15.

Curricular Initiatives – General Education

In Fall 2012, a new General Education program began with a more expansive definition of the diversity requirement and a change from one required course to two. Students must take either two Understanding Plural Society courses (UP), or one UP and one Cultural Competence course. The definitions are below:

Understanding Plural Societies courses recognize that life in a globally competitive society of the 21st century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation or function of plural societies.

Cultural Competence courses provide opportunities to gain an increased understanding of cultures and cultural practices, while learning to communicate effectively across cultural differences in a diverse society and world. This diversity category reflects a developmental, ongoing process through which students learn about the lived experiences of individuals as members of socio-cultural groups and the complex interactions between groups. Cultural Competence courses emphasize acquisition of new knowledge, thoughtful consideration of issues of equity and justice, critical thinking, self-reflection, empathy, engaged global citizenship, and the development of skills necessary to work effectively with individuals, groups, and teams from diverse identities and perspectives.

The Office of Diversity & Inclusion offers a significant number of the existing Cultural Competence courses. In FY14, in an ongoing collaboration between the Office of Diversity & Inclusion and the College of Education, 18 Intergroup Dialogue courses, with 245 students, were held. Intergroup Dialogue courses provide sustained interaction in order to build necessary skills to communicate across identity differences. These rigorous credit-bearing courses focus on cross-cultural knowledge/communication, critical thinking, conflict resolution, and community building across difference. Dialogue topics included: race, gender, sexuality, socioeconomic status, immigration, and faith/spirituality.

In 2013-14, the Office of Diversity & Inclusion launched the Cultural Competence Course Development Project (CCCDP) in order to increase the number of Cultural Competence courses

available to undergraduates. Working with Undergraduate Studies, ODI invited faculty to apply to participate. Twenty-one faculty were selected from an array of Colleges and Departments. Most of them focused on reworking an existing course to meet the criteria for Cultural Competence, with the goal of securing approval for their course in 2014-15. A day-long workshop and resources were provided to the faculty to transform their courses. The faculty cohort continues to meet in 2014-15.

Curricular Initiatives – Formal Academic Programs

In addition to General Education, 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:

The **Department of African American Studies** offers a bachelor's degree in African American Studies, with specializations in cultural social studies or in public policy, an undergraduate certificate in African American Studies, and a post-baccalaureate certificate in African-American Studies. The **Department of Women's Studies** offers Women's Studies degree programs at the bachelor, master, and doctoral levels, as well as an undergraduate certificate and post-baccalaureate certificate. The range of programs for undergraduates and for graduate students highlights the intersections of race, class, gender, and other dimensions of difference.

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. The **U.S. Latina/o Studies Program** offers a minor in U.S. Latina/o Studies, and centers its intellectual and public service activities on Latina/o issues within the historical, contemporary, and regional Latino settlement communities in the United States. The program is interdisciplinary in scope and research, and it is community-oriented. The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies Program** offers an 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.

The **Jewish Studies Program/Meyerhoff Center** offers undergraduate and graduate degree programs, and 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 **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. The **School of Music** has a graduate program in Ethnomusicology which explores musical

cultures from around the globe. In addition to offering academic courses and programs, the School also sponsors performances, including ensembles in World Music, such as an African Drum Ensemble, Gamelan Saraswati (focusing on the music of Bali), a Japanese Koto Ensemble, and a Korean Percussion ensemble. 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. 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** is to expand the University's East Asian curriculum, library resources, and teaching materials. The **Department of Classics** offers a minor in Greek Language and Culture that includes a track in modern Greek language and culture. The **Roshan Cultural Heritage Institute, Center for Persian Studies** is 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 **Department of Counseling, Higher Education and Special Education** offers bachelor, master, and doctoral programs in Special Education and also offers a Certificate of Advanced Study in Special Education. The department also partners with the **Department of Human Development and Quantitative Methodology** to offer a bachelor program in Early Childhood and Early Childhood Special Education. The **Department of Teaching and Learning, Policy and Leadership** offers teacher preparation programs at the Master's level with areas of concentration in World Language Education and Teaching English as a Second Language. The department also offers a post-baccalaureate certificate in World Language Education.

The **Global Studies Minor Program** helps participants understand how and why interactions across national and ethnic borders are shaped by language, culture, politics, economic development, and conflict. Interdisciplinary minors that belong to the program include International Development and Conflict Management, International Engineering, Global Poverty, and Global Terrorism. **Education Abroad** offers students a wide variety of credit-bearing international programs, ranging in length from one week to one academic year. Students are strongly encouraged to pursue study abroad opportunities in countries outside Western Europe and Australia. It is expected that we will continue to exceed national averages for participation in study abroad among African-American, Asian and Hispanic students.

The **David C. Driskell Center** for the Study of the Visual Arts and Culture of African Americans and the African Diaspora honors the legacy of David C. Driskell - Distinguished University Professor Emeritus of Art, Artist, Art Historian, Collector, and Curator - by preserving the rich heritage of African American visual art and culture. The Driskell Center is

committed to collecting and documenting the contribution of African American artists and presenting African American art, nationally and internationally. The Center thrives to educate future generations about African American art by providing work opportunities for students, employing about 15 students, on average, each semester.

Co-Curricular Programming for Students

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 students. Staff and faculty sometimes participate and benefit as well.

The **Nyumburu Cultural Center** offers academic, social, and cultural support and programs for Black/African American, African, and Caribbean students of the African diaspora. Within its mission, Nyumburu embraces cultural pluralism that fosters inclusiveness for the entire campus community of students, faculty, and staff. Initiatives are primarily designed to develop students' knowledge and leadership. Nyumburu does this by sponsoring events, by providing space for gathering and connecting, and by sponsoring numerous student organizations, including the Black Student Union, Caribbean Students Association, African Students Association, National Association for the Advancement of Colored People (NAACP), the National Council of Negro Women (NCNW) and Greek fraternal/sorority and student organizations. The core Nyumburu programs are the following:

The Black Male Initiative Program (BMI) promotes scholarship, brotherhood, retention, and overall graduation of Black/African American males. Two-hour monthly meetings, voluntary weekly study halls, fundraising activities for scholarships, and Movie Nights address academic concerns and challenges, as well as nonacademic issues related to culture, finances, career aspirations, recreation, spirituality, and mental health. Six BMI Meetings were held during academic year 2013-14 with an average attendance of 19 Black/African American males. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support.

Sisterhood Of Unity & Love (SOUL) aims to provide a safe environment for women of color to engage in self-exploration, by convening two meetings a month and a monthly shut-in for undergraduate females. SOUL meetings facilitate discussion on sensitive and relevant topics affecting women of color. At the shut-ins, members participate in bonding activities to create a sense of sisterhood, watch popular films that depict women of color, and engage in group discussions. During 2013-14, SOUL held 12 meetings and 6 shut-ins. The attendance at SOUL events ranged from 15 to 35 students. During the 2013-2014 academic year, 20 SOUL members along with UMCP male students attended a culminating leadership WETATi (Women Empowered to Achieve the Impossible) Conference.

The Nyumburu Leadership Series is designed to provide students with experiential learning opportunities coupled with theoretical and critical discourse that engages students in formulating their own leadership philosophies. Workshops are held one Saturday each month throughout the academic year. The theme for the 2013-2014 Leadership Series was "Activism and Organizing in the 21st Century". Students were exposed to a range of information, news and perspectives

aimed at heightening their overall understanding of community activism and what it means to be civically engaged as a citizen of the world. Films and documentaries were used throughout the sessions. Approximately 16 students attended each Leadership Series session.

Multicultural Involvement and Community Advocacy (MICA) is a unit within the Adele H. Stamp Student Union—Center for Campus Life. It promotes the intellectual, personal and social development of all students by creating opportunities for them to explore issues pertaining to diversity and multiculturalism within the context of higher education and the broader U.S. society. MICA offers programs and services that are designed to foster the exploration of identity, build inclusive communities among students from diverse backgrounds and assist them with developing knowledge and skills for creating positive social change locally, nationally and globally. MICA encourages students to participate in both culturally specific and cross-cultural involvement and leadership experiences.

During the 2013-2014 academic year, MICA outreached to or supported 105 cultural student organizations campus-wide. Direct advising services were provided to 80 student organizations: 22 Asian Pacific American (APA), 27 Black, 12 Latina/o, 1 LGBT(including 11 small groups), 1 American Indian, 1 Multiracial/Biracial student organization, 13 Cross-cultural, and 3 Interfaith.

MICA staff conducted over 400 student advising sessions in FY14. Of these 400 sessions, approximately 135 hours were spent on personal advising, 207 hours were spent on organizational advising and 22 on organizational consulting for a total of 364 hours. Over 50% of the personal advising sessions focused on academic issues; 42 % dealt with personal development issues; 38% percent focused on helping students identify opportunities for involvement on campus or in the local community, and roughly 13% focused on other issues associated with social integration on campus.

MICA staff convened 147 one-on-one meetings with student organization leaders, attended 36 student organization executive board meetings and 29 full body organizational meetings. A total of 6 student organization retreats /workshops were led by MICA staff. In partnership with the Leadership and Community Service Learning Office in the Stamp and the College of Education, MICA staff taught six identity-based diversity and leadership classes during the 2013-2014 academic year.

MICA's efforts supporting history/heritage theme celebration months resulted in 32 events for APA Heritage Month , 36 for Black History Month, 49 for Latino Heritage Month, 57 for Pride Month, 4 American Indian Heritage Month, and 4 for Mixed Madness Month (multiracial/biracial). The Interfaith Involvement area held the first Interfaith Week and held 5 programs. In total 187 programs were offered during FY14 which reached over 5,000 students, faculty, staff and visitors on the UMD campus.

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center** works for a vision of UMCP as a fully equitable community that empowers innovators and agents of social justice for lesbian, gay, bisexual, transgender, and queer people. Through its campus leadership, the Equity Center's collaborative work led to the recognition of UMCP by the Huffington Post and Campus Pride as one of the top LGBT-friendly campuses in the United States for the third year. The

Center pays particular attention to intersectional work with students of color and units that serve students of color.

Programs to build cultural competency for all members of the campus include Rainbow Terrapin Network (290 people completed membership training), Workplace Inclusion Training (159 individuals participated), and Speakers Bureau (a peer education program reaching over 1,000 students).

Programs for LGBTQ students create cohorts and mentors, develop leaders, and affirm communities. For 2013-2014, they included Queer Camp, a weekend retreat with 24 student participants, and Lavender Graduation with 48 graduates recognized.

Academic courses offered through the LGBT Studies Program include LGBT People and Communication, and Internships in LGBT Community Organizations.

For 2013-14, **UMCP's Department of Campus Safety** reports 7 campus hate-based crimes and bias-motivated incidents, which involved bias based on race (4 incidents), sexual orientation (3 incidents), and religion (2 incidents). (Two of the incidents involved two areas of bias.) The types of incident were as follows: vandalism (3 incidents), written intimidation (3 incidents), and assault (1 incident).

IV. Other Central Diversity Initiatives

In Spring 2014, the Office of Diversity & Inclusion (ODI) provided a third cycle of diversity and inclusion grants, called “Moving Maryland Forward,” which provides up to \$15,000 for academic or administrative units or registered student groups to implement a project that aligns with one or more of the goals of the Strategic Plan for Diversity. Out of 12 applicants, 8 projects were funded for 2014-15. The funded programs include a joint partnership between the College of Education on the UM campus and the Schools of Social Work and Law at UMB to provide an innovative alternative option for juvenile justice placement sites; two grants focusing on the needs of students with disabilities by creating a “TerpAccess” Disability Network and an emerging minor in Disability Studies; a retention program focused on the needs of Veterans that connects them with student life options as well as recreation services; and a large scale project connecting the University with the surrounding communities of Riverdale Park and Hyattsville by creating a theatre and arts experience with the oral histories of The SHOP, a barbershop and beauty salon serving African American and Latinos in Hyattsville, MD. The grant program aims to engage the broad campus community around issues of equity, diversity, and inclusion; to acknowledge the different needs, challenges, and opportunities in different parts of the university; and to garner buy-in and ownership with regards to the University's diversity agenda.

In FY 2013, ODI launched a university-wide communications campaign – “Rise Above” Isms – aimed at engaging students, staff and faculty in “rising above” racism, sexism, stereotypes, etc., and instead, embracing respect, diversity and community. In connection with this campaign, micro-grants of up to \$750 are offered for programming that directly engages participants in examining their identity and/or their assumptions and biases in a structured and safe setting.

Since its inception, there have been 26 applications, and 18 proposals have been funded. These events include a Women's Empowerment Conference at the Smith School of Business, supporting a dialogue event sponsored by the NAACP, an event focusing on disability awareness around the experience of having Aphasia, and a "colorism" conversation sponsored by the Caribbean Students Association.

In November 2013, ODI launched the first annual "Rise Above" Isms Week -- a week of events aimed at engaging students, staff and faculty in examining biases and stereotypes, in fostering awareness and knowledge about differences in power, privilege and opportunity, and in enhancing skills in communicating and working effectively with people who are very different. Several hundred campus community members participated in events that included an evening vigil, a town hall on "isms", and a panel presentation on race and the criminal justice system.

The University has four President's Commissions (on Disability Issues, Ethnic Minority Issues, LGBT Issues, and Women's Issues) that work to enrich the campus and to foster a fruitful work and learning environment by advocating for inclusive practices. To this end, they address the concerns of their constituency on the campus by: 1) investigating and studying issues related to equity and full inclusion; 2) communicating and collaborating with other campus units; 3) educating the broader campus community; 4) advocating on behalf of the constituency; 5) recommending policies and programs; 6) advising the President on issues of concern; and 7) celebrating campus champions. The Commissions generally meet monthly and the four Chairs serve on the University-wide Diversity Advisory Council and work collaboratively with the Chief Diversity Officer.

APPENDIX

UMCP continues to be successful in the area of degree production among minorities in STEM-related fields.

Selected Degree Production: National Ranking statistics for 2014

Rank	Discipline	Degree level	Demographic group
3 rd	in Biological & Biomedical sciences	baccalaureate	African-American
11 th	in Biological & Biomedical sciences	baccalaureate	Asian-American
12 th	in Engineering	baccalaureate	African-American
6 th	in Engineering	masters	African-American
11 th	in Physical Sciences	doctoral	Asian-American
3 rd	in Computer & Information Sciences	doctoral	Asian-American

(source: Diverse Issues in Higher Education)

Table 1. UNDERGRADUATE STUDENTS

Term	Fall 2008			
	Female N	Male N	Total N	pct
American Indian:U.S.	44	38	82	0.3%
Asian:U.S.	1,794	2,063	3,857	14.6%
Black or African American:U.S.	1,989	1,481	3,470	13.1%
Foreign	266	282	548	2.1%
Hispanic:U.S.	861	697	1,558	5.9%
Unknown:U.S.	972	897	1,869	7.1%
White:U.S.	6,774	8,317	15,091	57.0%
Total	12,700	13,775	26,475	100.0%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.	18	17	35	0.1%	17	16	33	0.1%	19	17	36	0.1%
Asian:U.S.	1,789	2,168	3,957	14.9%	1,844	2,273	4,117	15.4%	1,932	2,367	4,299	15.9%
Black or African American:U.S.	1,806	1,414	3,220	12.1%	1,862	1,464	3,326	12.5%	1,892	1,555	3,447	12.7%
Foreign	401	398	799	3.0%	411	448	859	3.2%	487	535	1,022	3.8%
Hispanic:U.S.	1,124	978	2,102	7.9%	1,217	1,118	2,335	8.8%	1,312	1,178	2,490	9.2%
Native Hawaiian or Other Pacific Islander:U.S.	14	13	27	0.1%	10	11	21	0.1%	10	11	21	0.1%
Two or More:U.S.	462	389	851	3.2%	499	457	956	3.6%	571	502	1,073	4.0%
Unknown:U.S.	413	450	863	3.3%	397	388	785	2.9%	282	300	582	2.2%
White:U.S.	6,470	8,214	14,684	55.3%	6,178	8,048	14,226	53.4%	6,074	8,012	14,086	52.1%
Total	12,497	14,041	26,538	100.0%	12,435	14,223	26,658	100.0%	12,579	14,477	27,056	100.0%

Table 2. GRADUATE STUDENTS

Term				
Fall 2008				
	Female N	Male N	Total N	pct
American Indian:U.S.	13	12	25	0.20%
Asian:U.S.	404	411	815	7.70%
Black or African American:U.S.	522	313	835	7.90%
Foreign	985	1,526	2,511	23.90%
Hispanic:U.S.	182	151	333	3.20%
Unknown:U.S.	299	279	578	5.50%
White:U.S.	2,661	2,767	5,428	51.60%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.	9	9	18	0.20%	9	5	14	0.10%	0.20%	0.00%	11	0.10%
Asian:U.S.	376	387	763	7.10%	370	351	721	6.80%	6.70%	6.50%	696	6.60%
Black or African American:U.S.	423	329	752	7.00%	430	348	778	7.30%	8.50%	6.00%	759	7.20%
Foreign	1,372	1,782	3,154	29.40%	1,497	1,797	3,294	31.00%	28.70%	33.40%	3,291	31.20%
Hispanic:U.S.	198	193	391	3.70%	192	203	395	3.70%	4.30%	3.80%	424	4.00%
Native Hawaiian or Other Pacific Islander:U.S.	6	8	14	0.10%	3	4	7	0.10%	0.10%	0.10%	8	0.10%
Two or More:U.S.	89	80	169	1.60%	102	81	183	1.70%	2.00%	1.30%	169	1.60%
Unknown:U.S.	230	232	462	4.30%	246	264	510	4.80%	5.50%	6.30%	628	6.00%
White:U.S.	2,360	2,627	4,987	46.60%	2,276	2,436	4,712	44.40%	44.10%	42.60%	4,568	43.30%
Total	5,063	5,647	10,710	100.00%	5,125	5,489	10,614	100.00%	100.00%	100.00%	10,554	100.00%

Table 3. TENURED TRACK FACULTY

Term	Fall 2008			
	Female N	Male N	Total N	pct
Asian/Pacific Islander:U.S.	47	123	170	11.00%
Black/African American:U.S.	38	40	78	5.10%
Foreign	24	42	66	4.30%
Hispanic:U.S.	21	31	52	3.40%
Not Reported:U.S.	12	26	38	2.50%
White:U.S.	322	813	1,135	73.70%
Total	464	1,075	1,539	100.00%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.		1	1	0.1%		1	1	0.1%		1	1	0.1%
Asian:U.S.	64	136	200	13.5%	64	144	208	14.1%	65	144	209	14.1%
Black or African American:U.S.	32	39	71	4.8%	32	33	65	4.4%	32	33	65	4.4%
Foreign	15	35	50	3.4%	11	36	47	3.2%	17	36	53	3.6%
Hispanic:U.S.	27	33	60	4.0%	26	31	57	3.9%	27	32	59	4.0%
Native Hawaiian or Other Pacific Islander:U.S.					1		1	0.1%	2		2	0.1%
Two or More:U.S.	2	4	6	0.4%	2	5	7	0.5%	3	3	6	0.4%
Unknown:U.S.	27	44	71	4.8%	38	55	93	6.3%	42	58	100	6.8%
White:U.S.	284	740	1,024	69.0%	285	713	998	67.6%	277	708	985	66.6%
Total	451	1,032	1,483	100.0%	459	1,018	1,477	100.0%	465	1,015	1,480	100.0%

Table 4. NON-TENURED TRACK
FACULTY

Term	Fall 2008			
	Female N	Male N	Total N	pct
Amer Indian/Alaska Nat:U.S.		1	1	0.0%
Asian/Pacific Islander:U.S.	70	118	188	7.9%
Black/African American:U.S.	74	42	116	4.9%
Foreign	89	303	392	16.5%
Hispanic:U.S.	26	25	51	2.1%
Not Reported:U.S.	51	47	98	4.1%
White:U.S.	690	846	1,536	64.5%
Total	1,000	1,382	2,382	100.0%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.	1	4	5	0.2%	1	3	4	0.1%	1	2	3	0.1%
Asian:U.S.	93	175	268	9.9%	91	170	261	9.5%	94	185	279	10.0%
Black or African American:U.S.	65	37	102	3.8%	70	44	114	4.2%	72	51	123	4.4%
Foreign	139	327	466	17.3%	126	285	411	15.0%	114	308	422	15.2%
Hispanic:U.S.	32	39	71	2.6%	34	49	83	3.0%	35	51	86	3.1%
Native Hawaiian or Other Pacific Islander:U.S.		2	2	0.1%		1	1	0.0%		2	2	0.1%
Two or More:U.S.	9	8	17	0.6%	7	9	16	0.6%	5	6	11	0.4%
Unknown:U.S.	97	138	235	8.7%	140	171	311	11.4%	146	182	328	11.8%
White:U.S.	641	888	1,529	56.7%	670	869	1,539	56.2%	672	859	1,531	55.0%
Total	1,077	1,618	2,695	100.0%	1,139	1,601	2,740	100.0%	1,139	1,646	2,785	100.0%

Table 5. STAFF

Term	Fall 2008			
	Female N	Male N	Total N	pct
Amer Indian/Alaska Nat:U.S.	7	11	18	0.4%
Asian/Pacific Islander:U.S.	229	165	394	7.7%
Black/African American:U.S.	756	584	1,340	26.2%
Foreign	36	15	51	1.0%
Hispanic:U.S.	267	119	386	7.5%
Not Reported:U.S.	85	72	157	3.1%
White:U.S.	1,504	1,267	2,771	54.2%
Total	2,884	2,233	5,117	100.0%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.	8	9	17	0.3%	9	8	17	0.3%	6	9	15	0.3%
Asian:U.S.	236	169	405	7.4%	233	168	401	7.3%	239	181	420	7.4%
Black or African American:U.S.	729	586	1,315	24.1%	722	565	1,287	23.3%	752	567	1,319	23.2%
Foreign	42	16	58	1.1%	44	19	63	1.1%	47	16	63	1.1%
Hispanic:U.S.	311	161	472	8.6%	325	168	493	8.9%	342	176	518	9.1%
Native Hawaiian or Other Pacific Islander:U.S.		5	5	0.1%	3	5	8	0.1%	5	6	11	0.2%
Two or More:U.S.	26	14	40	0.7%	31	11	42	0.8%	41	15	56	1.0%
Unknown:U.S.	158	122	280	5.1%	196	167	363	6.6%	239	212	451	7.9%
White:U.S.	1,525	1,343	2,868	52.5%	1,500	1,344	2,844	51.5%	1,516	1,327	2,843	49.9%
Total	3,035	2,425	5,460	100.0%	3,063	2,455	5,518	100.0%	3,187	2,509	5,696	100.0%



UNIVERSITY *of* MARYLAND
EASTERN SHORE

2014-2015
INSTITUTIONAL PROGRAM
OF
CULTURAL DIVERSITY
PROGRESS REPORT

April 2, 2015

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INTRODUCTION

The University of Maryland Eastern Shore promotes, appreciates and supports cultural diversity. As stated in our institutional mission statement, “UMES is committed to providing access to highly quality education for students from a multiplicity of backgrounds while emphasizing multicultural diversity and international perspectives”. As noted in the UMES 2011-2016 Strategic Plan, *Diversity in the academic community*, is one of the major strengths of the UMES experience for students, faculty and staff. In accordance with Education §11-406, this institutional report on programs of cultural diversity provides a summary of the University’s Cultural Diversity Plan, while highlighting areas of achievement and continued improvement. The report also describes efforts to increase individuals from traditionally underrepresented groups and to create a campus environment that promotes cultural awareness for all university constituent groups.

SUMMARY OF INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

The UMES Cultural Diversity Plan highlights three major goals for improving cultural diversity. These goals are each supported by sub-goals and key strategies designed to achieve the focused goals. The plan and progress for achieving the goals are evaluated collaboratively by university leadership through quantitative and qualitative data review. The following are the major goals of the UMES Cultural Diversity Plan:

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students.

GOAL 3: Diverse Faculty and Staff

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Areas of Emphasis and Strategies for Implementation

GOAL 1: Climate for Living, Learning and Working

Goal 1.A: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

Key Strategies

1.A.1 - Establish or enhance systems for generating feedback from students, faculty and staff about the status of campus climate and utilize survey information in formulating future strategies.

1.A.2 - Identify practices or policies that may have negative impacts or create barriers for particular populations and develop coordinated strategies for addressing any issues identified.

1.A.3 - Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance.

1.A.4 - Increase awareness by faculty and staff regarding the needs of students with disabilities and set specific responsibilities and expectations for the enhancement of campus services and programs, including classroom experiences.

1.A.5 - Review and broaden the orientation for new faculty, staff, and students to include cultural norms, climate, services, resources and other diversity-oriented topics.

1.A.6 - Enhance residence hall diversity programs to increase participation by students.

Goal 1.B: Learning Experiences for Diversity - Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Key Strategies

1.B.1 - Expand student participation in programs that provide strong academic support and sense of community.

1.B.2 - Increase support for improved teaching about diversity and for teaching an increasingly diverse student body.

1.B.3 - Increase opportunities for gaining knowledge and understanding of the unique history and perspectives of non-African-American groups, including curricular enhancements and extracurricular programming, to improve the overall education experience.

1.B.4 - Promote and increase opportunities for study abroad experiences by students, including economically disadvantaged students and non-African-American groups.

GOAL 2: Student Access and Opportunity

Goal 2.A: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

Contributing Goals:

Goal 2.A.1: New Students – Demonstrate continuing improvement in the number of new non-African-American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 226 (18%) of 1,237).

Goal 2.A.2: Retention Rates – Continue to enhance the first-year retention rate for non-African-American students. (The rate for the 2008-2009 baseline reporting year was 65 (68%) of 96.)

Key Strategies

2.A.1 - By racial/ethnic group, analyze numerical and percentage trends in degrees awarded, graduation and retention rates, applications, admission and yield rates, and number of new students.

2.A.2 - Engage student body to assist with recruitment of non-African-American students and to contribute to retention through academic support services. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management).

2.A.3 - Develop and/or enhance highly focused recruitment strategies aimed at non-African-American high-school students, including such initiatives as:

2.A.4 - Build partnerships with community colleges aimed at attracting non-African-American transfer students to UMES, as well as easing the transition between colleges.

2.A.5 - Expand academic support services provided by the Center for Access and Academic Success to extend services beyond the freshman year.

2.A.6 - Establish specific strategies by each school for increasing the number of degrees earned by non-African-American students; monitor and report progress annually.

2.A.7 - Extend current networks of staff, faculty, and administrators who can support and advise non-African-American students toward achievement of academic success.

2.A.8 - Establish or enhance a set of core services by each school/college and division aimed at increasing success rates of non-African-American students.

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36 (41%) of 87.)

Contributing Goal:

Goal 2.B.1: New Graduate Students - Demonstrate continuing improvement in the number of new graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 55 (42%) of 131.)

Key Strategies

2.B.1 - By racial/ethnic group, analyze trends in the numbers and percentages of graduate degrees awarded, applications, admission and yield rates, and number of African-American new graduate students.

2.B.2 - Enhance recruitment strategies aimed at prospective African-American graduate students, including establishing positive relationships with other institutions, utilizing alumni groups in recruitment, and enhancing faculty contact with prospective graduate African-American students.

2.B.3 - Seek enhanced funding for African-American graduate student fellowships.

2.B.4 - Establish effective mentoring programs for advising and supporting African-American graduate students, aimed at increasing success rates.

2.B.5 - Develop partnerships with the National Association of Graduate and Professional Students (NAGPS) for enhancing recruitment and retention of African-American graduate students.

2.B.6 - Provide career advising and placement services for all graduate students, including those from underrepresented groups, to help improve recruitment and retention.

GOAL 3: Diverse Faculty and Staff

Goal 3.A: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 44 (40%) of 110.)

Key Strategies

3.A.1 - Establish strategies and implementation plans by schools for increasing the number of tenured and tenure-track African-American faculty and monitor and report progress annually.

3.A.2 - Engage African-American faculty in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty.

3.A.3 - Enhance support for special opportunities in the Division of Academic Affairs to help broaden faculty diversity.

3.A.4 - Encourage enhanced professional development opportunities for all faculty.

3.A.5 - Improve communication and understanding about recent changes in tenure procedures that offer broader criteria in research, teaching, and service to enhance opportunities for all faculty.

3.A.6 - Enhance mentoring programs for tenure-track faculty.

3.A.7 - Continue and enhance early preparation workshops on tenure processes and expectations.

3.A.8 - Continue to develop an exit interview process to identify opportunities for improvement in retention of all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.9 - Increase research grant funding to expand research opportunities for all faculty.

3.A.10 - Encourage faculty to take responsibility for their professional goals and objectives (grant writing).

Goal 3.B: Non-African-American Administrators - Maintain the number of non-African-American, full-time executive/administrative/managerial staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

Key Strategies

3.B.1 - Develop specific strategies by schools and divisions for maintaining non-African-American executive/administrative/managerial staff. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.2 - Engage non-African-American administrators in successful recruitment and professional development efforts to aid in attracting non-African-American administrative leaders.

3.B.3 - Examine recruiting practices for Executive/Administrative/Managerial staff to determine opportunities for enhancing diversity.

3.B.4 - Develop exit interview process to identify opportunities for improved retention of non-African-American administrators.

Goal 3.C: Non-African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22.2%) of 432.)

Key Strategies

3.C.1 - Implement high-priority recommendations by Human Resource Management to attract potential employees from underrepresented non-African-Americans.

3.C.2 - Enhance staff development opportunities and succession strategies to improve upward mobility across the campus.

3.C.3 - Develop exit interview process to identify opportunities for improved retention of non-African-American staff.

3.C.4 - Evaluate retention of non-African-American staff by department; establish strategies and implementation plans at both the department and division levels to improve retention.

Status of Progress on Cultural Diversity

The University of Maryland continues to make strides toward achieving defined goals for cultural diversity in the three focal areas: 1. Climate for Living, Learning, and Working; 2. Student Access and Opportunity; and 3. Diverse Faculty and Staff.

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

Goal 1.A: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

In an effort to determine its progress toward promoting a productive, safe and inclusive campus environment, the University developed a campus climate survey tool in 2014. Initially, the tool was piloted to a small group of faculty and staff in order to determine the quality and validity of the tool. After assessing the tool during the pilot phase, the survey administered to faculty and staff. The survey generated significant feedback. Following the completion of the survey, the Division of Institutional Research reviewed and compiled the survey data in a comprehensive report. Thereafter, the president established a Campus Climate Committee that reviewed the report and identified a list of strategies for recommended action by the university's leadership team.

In Spring 2014, the university launched its "Hawkspitality" campaign to increase awareness about the university's core values of "integrity, commitment, accountability, respect and excellence (ICARE)" and to improve customer service campus-wide. A key component of the "Hawkspitality" campaign is the creation of mechanisms to solicit feedback from university constituents about customer service experiences. These mechanisms include strategically placed comment boxes and a dedicated customer service email address where concerns may be addressed. Both the comment boxes and email address are monitored on a consistent basis. The information received is used to improve, or reinforce, positive customer service experiences on campus.

The university has undertaken a review of its institutional policies and procedures. The purpose of this ongoing process is to identify policies that need to be updated in alignment with new policies, rules, or regulations of the University System of Maryland, and to identify policies that may have negative impacts or create barriers for particular populations. For example, in Fall 2014, the University overhauled its sexual misconduct policies and procedures in response to revised USM policies governing this matter so that campuses like ours within the USM were eliminating barriers for victims and alleged perpetrators of sexual misconduct.

To enhance the residential living environment at UMES, the Office of Residence Life has implemented a variety of strategies and programs to enhance diverse programming in the residence halls. The Coordinator of the Paraprofessional Program maintains and archives all student and staff sponsored activities and works collaboratively with Area Directors to implement the programmatic slate for the unit. The Residence Life team has focused energy on a variety of programmatic ventures to reveal the hidden talents of residents, provided venues for expression on numerous topics of interest, taught coping skills for challenging situations to minority groups and delivered outlets adequate to applying out-of-class acquired knowledge to day-to-day life expectations. Residence Life placed strong emphasis on inclusiveness related to diversity and accommodating Americans with Disabilities.

Illustrations of a few related initiatives which have occurred throughout the residential arena most recently follows. They are typical of those which have spanned the period of review since the plan's original formulation.

- Safe Zone Training: Collaborated with Counseling Services to better equip staff on issues of the LBGT-Q community.

- Jazz Café: Placed special emphasis on attracting multicultural participation from the academic community to help build relationships with international residential students.
- Mentorships and Social Advisors: Continual work with the DESOPADEC Nigerian Study Program to transition them to graduate schools and professional employment...
- Out of Many, One People: Information session for non-Caribbean residents about the fundamental purpose of the Caribbean International Club.
- Pink Lips and Blue Hearts: To be able to educate residents about insecurities associated with skin color, weight and hair and how to overcome negative stereotypical viewpoints.
- Collaborations with the Center for International Education on events i.e. Ethnic Fairs and Cultural Diverse Open House.
- Extend a Hand: To be able to teach residents about poverty on the Eastern Shore, understanding the values of ethnographies-discussion.
- The Skin We're In: To be able to help students identify similarities in cultural backgrounds.
- Why Do You Care? To be able to help residents learn how to deal with diversity (customs and standards of multi-national populations).

Goal 1.B: Learning Experiences for Diversity – Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

UMES provides experiences for students to gain exposure to diverse cultures through classroom and experiential learning opportunities. In curriculum offerings students can learn about diverse cultures and global perspectives through guest lectures, artistic performances and cultural celebration and recognitions. Several academic departments are hosting visiting and Fulbright scholars who share their experiences and expertise in classroom settings, small group discussions, guest lecture seminars or research collaborations. Students are exposed to various cultures through activities such as cultural festivals, art exhibitions and ethnic heritage observances.

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore for all non-African-American students.

Goal 2.A: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

During the 2013–2014 academic year, 124 non-African-American students earned bachelor's degrees from UMES. The baseline data for 2008–2009 was 86. *Goal 2.A was met.*

Contributing Goals:

Goal 2.A.1: New Students - Demonstrate continuing improvement in the number of new, non-African-American students who enter UMES as freshmen and transfers.

During the 2013–2014 academic year, 262 (30%) new, non-African-American freshman and transfer students entered UMES. The baseline data for 2008–2009 for new, non-African-American students who entered UMES as freshmen and transfers was 236 (18%). *Goal 2.A.1 was met.*

Goal 2.A.2: Retention Rates - Continue to enhance the first-year retention rate for non-African-American students.

During the 2013–2014 academic year, 99 of 141 (70%) non-African-American students returned for the fall 2014 semester. During the 2010–2011 academic year, 87 (65%) non-African-American students returned for the fall semester of 2011. **Goal 2.A.2 was met.**

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students.

During the 2013–2014 academic year, 74 (44%) graduate degrees (including master's and doctoral degrees) were earned by African-American students. In 2008–2009, the baseline data was 33 of 104 (32%) degrees earned by African-American students. **Goal 2.B was met.**

Contributing Goals

Goal 2.B.1: New Graduate Students - Demonstrate continuing improvement in the number of graduate-level (including master's and doctoral) African-American students.

For the 2013–2014 academic year, 263 graduate-level (including master's and doctoral) African-American students were enrolled. The baseline data for 2008–2009 was 224. Therefore, the number of graduate level African-American students increased and **Goal 2.B.1 was met.**

GOAL 3 – DIVERSE FACULTY AND STAFF

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Goal 3.A: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty.

During the 2013–2014 academic year, 53 (40%) of 132 African-American faculty were tenured and on tenure-track. The baseline data for 2008–2009 was 48. **Goal 3.A was met.**

Goal 3.B: Non-African-American Administrators - Maintain the number of non-African-American, full-time executive/administrative/managerial staff.

During the 2013–2014 academic year, 24 (23%) of 106 non-African-American full-time executive/administrative/managerial staff was employed. The baseline data for 2008-2009 was 17 (25%) out of 69. Though the number of non-African Americans has increased since the baseline reporting year, the percentage has slightly declined indicating that additional strategies and efforts should be utilized to maintain this goal. **Goal 3.B was not met.**

Goal 3.C: Non-African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22%) of 432)

During the 2013–2014 academic year, 150 (25%) of 604 non-African-Americans were employed as staff members. The number of non-African-American staff members exceeds the baseline number and

therefore, *Goal 3.C was met.*

SUMMARY OF EFFORTS TO INCREASE UNDERREPRESENTED GROUPS

Efforts to increase underrepresented students

The Office of Admissions in collaboration with Academic Affairs is using a number of strategies to increase underrepresented student populations at UMES. One such strategy is to identify more non-African-American students to assist with campus visitations and recruitment activities in local high schools. In recent years, UMES has enhanced its partnerships with local high schools through efforts such as dual enrollment programs and forging partnerships for targeted recruitment with high schools in Prince George's and Montgomery County. The Office of Admissions has also expanded its recruitment in Virginia, Delaware, New Jersey and Pennsylvania.

To increase the number of underrepresented transfer students, the University has engaged in activities to increase the number of articulation agreements and MOUs with community college partners. To support this expansion, the transfer recruiter devotes more time to visiting community colleges, hosted information sessions on-site and hosted Transfer Open House programs on the campus.

As retention of students is a major focal area for UMES, several initiatives have been implemented through academic schools and the Center for Access and Academic Success (CASS). Academic schools have engaged in providing tutoring to support student performance and developed school-wide retention committees. CASS offers a variety tutoring (academic and ESL) and mentoring (peer, alumni and professional staff) services for all students and is currently developing a mentoring program designed specifically to support Hispanic/Latino students.

Efforts to increase administrative staff and faculty members

The University advertises in a wide range of media outlets to attract, recruit and hire a diverse faculty and staff. The University advertises in national and local publications, internet based employment sites and use networking opportunities to recruit diverse faculty and staff. The following is list of sources in which UMES advertises to recruit new diverse talent to the university.

Publication Sources	Internet Employment Sites	Network Sources
<i>Chronicle of Higher Education</i> <i>Diverse Issues in Higher Education</i> <i>Baltimore Sun</i> <i>Daily Times</i> <i>CHRIE Magazine</i> <i>Hispanic Outlook in Higher Education</i> <i>Discipline –related Employment Bulletins</i> <i>Washington Post</i>	<i>Academic Careers Online</i> <i>HigherEd Jobs.com</i> <i>TedJones.com</i> <i>CASE Website</i> <i>Career Builders.com</i> <i>HBCU Connect.com</i> <i>Physical Therapy Bulletin Online</i> <i>ACSM Job Service</i> <i>IndeedJobs.com</i> <i>InsideHigherEdJobs.com</i> <i>MilitaryNews.com</i>	<i>HBCU Schools</i> <i>Department Heads at Various Universities</i> <i>NCRE (Rehabilitation Network)</i> <i>ILA listserve (Social Sciences)</i> <i>ALA listerve (Library)</i> <i>Black Caucus of the American Library Association (BCALA).</i> <i>marylib@list.umaryland.edu</i>

The University seeks to retain faculty and staff by offering competitive compensation and benefits consistent with other USM institutions. Additionally, UMES offers campus recognition programs and training opportunities to demonstrate its appreciation to faculty and staff.

SUMMARY OF EFFORTS TO CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS.

Faculty and Staff Training

The Office of Human Resources offers workshops and campus events with promote positive interactions and cultural awareness. The workshops provide training on topics such as conflict resolution, civility, effective leadership and anger management to mention a few. Cultural awareness is promoted through events such as International Day, Black History Month activities, speakers, musicians and performance groups. The University also holds an annual festival on cultural diversity for faculty, staff, and students.

Curricular Initiatives

The University offers 36 courses that are infused with globalization in the General Core and in discipline-specific courses. These courses include modules on the impact of various cultures on the content explored. These curriculum offerings provide students with opportunities to learn about diverse cultures for an enriched academic experience and to increase the student's ability to be more competitive in the workforce. Additionally, UMES hosts professional development workshops for current and future educators that includes sessions on working with diversity in the classroom.

Co- Curricular Initiatives

Cultural awareness enhancement is provided through co-curricular experiences such as guest lectures, artistic performances and other experiential learning opportunities. Information share with media sources such as Wingspan and Insight newsletters highlight activities and programs that promote cultural awareness and positive interactions. Also students in various majors are placed internship and externships opportunities to ensure that they receive training in diverse settings. As mentioned previously academic departments host visiting and Fulbright scholars who share their experiences and expertise in classroom settings, small group discussions guest lecture seminars or research collaborations. In addition to these co-curricular activities for undergraduate students, new graduate students participate in new student orientation sessions which include diversity training and cultural sensitivity.

Hate-Based Crimes or Biased-Motivated Incidents

The University of Maryland Eastern Shore experienced no campus hate-based crimes or biased motivated incidents during the reporting period.

CONCLUSION

The Cultural Diversity Plan for the University of Maryland Eastern Shore (UMES) focuses on three main goals: 1) *Climate for Living, Learning and Working*; 2) *Student Access and Opportunity*, and 3)

Diverse Faculty and Staff. Since the initial implementation of the plan the University has exhibited strong commitment to insuring that students, faculty and staff are provided experiences that increase cultural awareness and promote positive interactions. This commitment to cultural diversity is reinforced in all facets of the campus environment, academic programming, extended engagement opportunities and training programs. The University will continue its efforts to meet and exceed the goals outlined in the plan, explore new strategies to enhance cultural awareness and make data-driven decisions to make improve to the plan.

FY 2014 - 2015 Annual Progress Report

On

Programs of Cultural Diversity

April 2, 2015

April 2, 2015

Dr. John Wolfe
Assoc. Vice Chancellor for Academic Affairs
Diversity and Academic Leadership Development
Academic Affairs
University Systems of Maryland
3300 Metzerott Road
Adelphi, MD 20783-1690

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY 2014-2015 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,



Blair H. Hayes
Ombudsman and Vice President, Diversity Programs

University of Maryland University College
FY2014-FY2015 Annual Progress Report
On
Programs of Cultural Diversity
30 March 2015

As outlined in Senate Bill 438 and House Bill 905, passed by the Maryland General Assembly, University of Maryland University College (UMUC) has prepared the FY 2014-2015 UMUC Annual Progress Report on Programs of Cultural Diversity. UMUC promotes a climate for diversity and inclusion to ensure that students, faculty, and staff value the variety of perspectives, experiences, and backgrounds that are comprised within UMUC. Contained within this report is the progress that UMUC has made since the submission of the formal plan to the University System of Maryland (USM) in 2009.

I. Summary of Institutional Plan Progress

Status of Implementation Efforts and Demographic Data on Student, Faculty, and Staff

The Institutional Diversity Plan for UMUC was developed to provide a framework for improving, maintaining, and influencing a culture that fosters diversity for staff, faculty, and students. The UMUC Core Values have been implemented and communicated throughout the University to promote cultural diversity, creativity, and respect of all individuals. The UMUC Core Values are: 1) Students First, 2) Accountability, 3) Diversity, 4) Integrity, 5) Excellence, 6) Innovation, and 7) Respect. These core values along with the programs developed through the Diversity and Equity Office provide the platform for diversity and inclusion to continue to spread throughout the University. The UMUC Core Values will continue to guide our decisions and behaviors to manage our self, our teams, and our organization.

A. Monitoring and Reporting

The Offices of Human Resources, Institutional Effectiveness, and Diversity and Equity combine to monitor the demographic trends throughout the University. The University monitors student enrollments, staff demographics, and faculty demographics to identify potential trends that have emerged. Additionally, to ensure that the University continues to be inclusive of the community, the University tracks all Marketing and Communications messaging to broaden the message and maintain cultural sensitivity.

Regular reports are provided to the leadership of the University to communicate the current trends emerging regarding UMUC demographics. These reports include:

- The Faculty, Staff, and Student Data Report
- The Term Enrollment Report
- The Sexual Harassment Training Module Completion Report
- The Monthly Global Headcount Report

UMUC Cultural Diversity Progress Report- FY 2014 and FY 2015

- REACT (Response Emergency Assessment Crisis Team) Quarterly Report
- Annual Affirmative Action Plan

Over the past year, the Diversity and Equity Office has continued to deliver Diversity Awareness Training Programs throughout the University. The Diversity and Equity Office, along with the Office of Human Resources, tracks participation to ensure that staff and faculty are continuously being educated on diversity and inclusion.

The Office of Diversity and Equity tracks EEO inquiries and complaints that are filed on an annual basis. All individuals that inquire about potential instances of discrimination or sexual harassment are contacted and investigations occur. Tracking forms are utilized to track formal EEO investigations to ensure that complainants and respondents are notified of the findings.

An Affirmative Action plan is developed annually to track progress related to the hiring of minorities, women, veterans, and individuals with disabilities. Working with an external third party vendor provides UMUC with an unbiased examination of hiring trends. This thorough analysis of the workforce reveals that UMUC is in full compliance with discrimination guidelines and that there is no evidence of discrimination in any form.

The Diversity and Equity Office is comprised of the Fair Practices and Compliance Team, the Accessibility Services Office (Formerly Disability Services), the Director of Multicultural Training and Programming, and the ADA Compliance Office. This structure allows the office to maintain programs that strengthen current diversity initiatives and plan strategically for future offerings.

B. Students

UMUC continues to be among the most diverse USM institutions. The diversity of the student body has remained stable over the past year, with minor changes within some of the under-represented groups that we are tracking. As shown in Table 1 below, the total number of students enrolled at UMUC locations in Maryland increased by 8349 from Fall 2013 to Fall 2014. The ratio of historically under-represented demographic groups remained relatively unchanged over the past year. African-American/ Black students decreased slightly by 3% from 33-30%, while there was a 2% increase in Hispanic/Latino students from 8% to 10% in the Fall of 2014.

UMUC's student population was 51% male and 48% female in Fall 2014, which is consistent with the gender proportions in Fall 2013. The African-American subpopulation is 57% female and 43% male, while the White student subpopulation is 42% female and 58% male.

TABLE 1: Separate <i>Comparison</i> Tables for Students																
	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	10875	33	3699	7176	14195	34	5619	8576	12933	33	5254	7679	14477	30	6250	8227

UMUC Cultural Diversity Progress Report- FY 2014 and 2015

American Indian or Alaska Native	198	1	81	117	186	0	82	104	162	0	76	86	218	0	114	104
Asian	1791	5	899	892	1938	5	1042	896	1999	5	1117	882	2487	5	1392	1095
Hispanic/Latino	1739	5	827	912	3166	7	1642	1524	3327	8	1761	1566	4712	10	2578	2134
White	13291	40	6689	6602	16713	40	9121	7592	15946	40	8984	6962	19519	41	11270	8249
Native American or other Pacific Islander					160	0	68	92	185	0	92	93	303	1	154	149
Two or more races					1009	2	454	555	1152	3	511	641	1659	3	750	909
Did not self identify	5414	16	2257	3157	4305	10	1926	2379	3853	10	1749	2104	4531	9	2160	2371
Total	33308		14452	18856	41672		19954	21718	39557		19544	20013	47906		24668	23238

C. Faculty

Table 2 depicts the ethnicity and gender demographics for UMUC faculty as of Fall 2014. The largest group (68% in Fall 2014) of faculty are those classified as “White”. Many faculty members decline to identify their race or report as “other”. The second largest group of faculty is African-American/Black faculty members at 16% as of fall 2014. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 12% of the total faculty representation. The number of Asian/American faculty remains unchanged at 8% in Fall 2014.

Males comprise 56% of the faculty and females 44% as of Fall 2014.

TABLE 2: Separate Comparison Tables for Faculty																
	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	137	8	80	57	426	16	204	222	419	16	217	202	412	16	212	200
American Indian or Alaska Native	14	1	10	4	19	1	12	7	20	1	13	7	21	1	14	7
Asian	68	4	55	13	186	7	132	54	196	8	138	58	207	8	132	75
Hispanic/Latino	21	1	12	9	69	3	42	27	67	3	43	24	71	3	45	26
White	788	45	476	312	1844	68	1049	795	1786	69	1017	769	1773	68	998	775
Native American or other Pacific Islander					1	0	1	0	1	0	1		1	0	1	
Two or more races					8	0	5	3	12	1	8	4	12	1	8	4
Did not self identify	705	41	398	307	102	4	54	48	106	4	58	48	102	4	51	51
Total	1733		1031	702	2655		1499	1156	2607		1495	1112	2599		1461	1138

D. Staff

As shown in Table 3 below, the total number of staff employed at UMUC Stateside locations decreased by 6% in 2014 compared to 2013, to 1090 from 1157. The proportions of African-American/Black staff increased to 34% in Fall 2014 from 32% in Fall 2013. The

number of African-American/Black female staff decreased slightly by 2% to 334 from 387 in Fall 2014. The number of White staff decreased slightly by 2% to 168 from 194 in Fall 2014. There was also a slight increase in staff that 'Did Not Self-Identify' by 3% to 140 in Fall 2014 from 103 in Fall 2013. Overall, the proportion of female staff remains virtually unchanged over the past year.

TABLE 3: Separate Comparison Tables for Staff

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	239	26	58	181	373	34	76	297	387	33	107	280	334	31	87	247
American Indian or Alaska Native	2	0	2	0	3	0	2	1	4	0	2	2	4	0	2	2
Asian	64	7	22	42	67	6	28	39	78	7	32	46	68	6	27	41
Hispanic/Latino	22	2	9	13	32	3	9	23	36	3	12	24	40	4	16	24
White	349	39	122	227	491	44	183	308	532	46	194	338	483	44	168	315
Native American or other Pacific Islander					1	0	0	1	1	0		1	1	0		1
Two or more races					15	1	4	11	16	1	5	11	20	2	6	14
Did not self identify	229	25	82	147	97	9	30	67	103	9	33	70	140	12	49	91
Total	905		295	610	1079		332	747	1157		385	772	1090		355	735

Progress on Meeting Goals as Stated in Plan

UMUC continues to make significant progress against the original UMUC Cultural Diversity Plan. As the University continues to grow both locally and internationally, the Cultural Diversity Plan is an integral part of the strategic objectives and mission of the University. Decisions made regarding educational program development, hiring, training, and EEO compliance are made with the Cultural Diversity Plan as a reference. Further, organizational restructuring and large-scale personnel actions are made with demographics and any potential adverse impacts being considered. The plan continues to be part of the strategic approach to diversity and will be amended as the President and the Vice President of Diversity and Equity continues to chart the direction of the office.

II. Efforts to Increase Numerical Representation of Under-Represented Groups

Recruitment of Staff and Faculty

The Offices of Human Resources and Diversity and Equity have partnered to examine UMUC recruiting and hiring practices. To ensure that all job searches are inclusive and that there is no implicit or explicit discrimination against any individuals, all members of search committees continue to be instructed as to what are legal and illegal interview questions. Sample questions are provided (upon request) to interviewers that indicate what appropriate interview questions are pertaining to:

- Age

- Gender
- Citizenship
- Criminal Record
- Health and Physical Abilities
- Family/Marital/Parental Status
- Military
- National Origin
- Race or Skin Color
- Religion
- Residence

Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring. The Diversity Core Value states that UMUC recognizes that “each individual brings value to our university and our results.” Each interviewer is asked to prepare behavioral questions that gauge the interviewees experience and expertise in working in diverse environments. Further, all interviewers are required to ask the same standard interview questions for all candidates to ensure that all interviews are consistent and no bias is introduced to the interview process.

Career Services

In 2014, a new Career Services Unit was launched within UMUC. This unit was designed to provide students with opportunities to gain mentoring, internships, and volunteer positions within professional settings. Historically, UMUC students have been identified as working adults looking to further their careers, however UMUC students have shared that they are also students looking for new careers or alternate career paths. Additionally, UMUC Students are often current or former military and the Career Services Unit will be able to assist these students with securing positions for their next careers.

Through job fairs with local corporations and government agencies, students from all backgrounds are afforded an opportunity to interview and present themselves to employers who can help to further their career aspirations. These job fairs occur both on UMUC campuses and UMUC recruiters regularly attend conferences and job fairs to reach out to individuals from under-represented populations who may be looking for employment with UMUC.

III. Creating Positive Interactions and Cultural Awareness

Addressing Cultural Diversity Among Students, Faculty, and Staff

To expand cultural diversity awareness among students, faculty, and staff, numerous programs and communications were developed for the University. The UMUC Diversity Poster series has continued throughout the University with the development and distribution of posters highlighting cultural and heritage month celebrations across the

globe. In conjunction with the Marketing Team, diversity posters have been developed highlighting the following cultures, heritages, and diversity events:

- African-American Heritage Month
- Asian-Pacific American Heritage Month
- Caribbean-American Heritage Month
- Constitution Day
- Disability Employment Awareness Month
- Earth Day/Arbor Day
- Gay, Lesbian, Bisexual, Transgender Pride Month
- German-American Heritage Month
- Hispanic-American Heritage Month
- Independence Day
- Irish-American Heritage Month
- Jazz Appreciation
- Martin Luther King Jr. Day of Service
- National American Indian Heritage Month
- Polish-American Heritage Month
- UMUC Core Value Posters
- UMUC Equal Opportunity Officers Contact Posters
- Universal Human Rights Day
- Women's Equality Day
- Women's History Month
- World Religion Day

Posters are displayed in each department and each of the public spaces throughout UMUC locations. To further communicate information regarding a particular Heritage or Cultural theme, announcements are included in weekly newsletters that are received by all staff and faculty. Additionally, to ensure that UMUC students are receiving the diversity messaging, we utilize UMUC's social media platform to engage all students in the virtual diversity discussion.

Throughout the year, tools and resources were provided to support awareness of diversity and federally recognized cultural holidays. Additionally, in September, UMUC recognized U.S. Constitution Day by distributing pocket-size constitutions.

An integral part of the cultural diversity efforts at UMUC are the outreach activities in which the students, alumni, faculty, and staff are engaged. Individuals throughout UMUC are provided with opportunities to participate in outreach activities that enable them to work across cultural differences in the community. In 2014, UMUC sponsored three dragon boat events for the UMUC Virtual Dragons. The dragon boat festivals are events that began as a celebration of Asian culture and provide individuals from all backgrounds the opportunity to work together during dragon boat races. A total of 36 paddlers (UMUC staff, students, alumni, and friends) competed in the 2014 National Harbor Dragon Boat Regatta, the 1st Carolina Beach Dragon Boat Festival, and the 2014 Philadelphia Dragon Boat Festival. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 29 UMUC staff, alumni, and students in the Maryland-National Capital Parks and Planning Commission Department of Parks and Recreation for Prince Georges County Summer Slow Pitch Softball League. Additionally, in 2014, the University announced the launch of the UMUC Cycling Dragons. This cycling team will be a recreational activity for all members of the UMUC Community to participate in and around the DC Metropolitan area.

Over the course of the past year, Diversity Initiatives has supported events to raise awareness about a variety of cultural diversity themes. These luncheon lectures and discussion events are designed to provide staff, students, and faculty with an opportunity to learn more about the cultural theme for the month and to engage in a dialogue with other attendees. The events for the past year included:

- January – “Broto Roy’s India: The Customs, Traditions, and culture of an Emerging Subcontinent” (Lecture)
- January – “King: A Filmed Record....Memphis to Montgomery” (Documentary)
- February – “Race Relations in America in the Era of President Obama” lecture by Bruce Jacobs (Lecture)
- March – “The Irish at Gettysburg” (Documentary)
- March – “Women in Maryland History: The Famous & Unsung” with Carolyn Stegman, PhD (Lecture)
- April – “What’s Gotten into Us Staying Healthy in a Toxic World” with McKay Jenkins (Lecture)
- May – “Chief Koko and Mana Polynesia (Lecture/Performance)
- June – “Breaking Through” (Documentary)
- June – Ewabo Caribbean Calypso Band (Lecture and Performance)
- September – Alexandria Kleztet (Musical Performance)

- November – “Going Home: 25 Years of Repatriation Under the NMAI Act” (Viewing and Taped Lecture)
- December – “Pictures from a Hiroshima Schoolyard” a presentation by Shizumi Manali (Lecture)

Academic Programs

As an institution of higher learning, UMUC is committed to educating students and this includes educating students about various aspects of diversity. Three courses have been designed and developed within the Behavioral and Social Science curriculum to enhance diversity knowledge. These courses include:

- BEHS 220 - Diversity Awareness
- BEHS 320 - Disability Studies
- BEHS 453 - Domestic Violence

These courses are part of the Undergraduate School curriculum (described below).

Diversity Courses Participation

Courses	# of Participants
Diversity Awareness	496
Disability Studies	297
Domestic Violence	464

Additional courses are provided for individuals from under-represented populations to provide them with study and writing skills necessary for academic success. These courses include:

1. EDCP 100 – Principles & Strategies of Successful Learning. This course is an optional 3-credit course that serves as an introduction to knowledge and strategies designed to promote success in the university environment. The focus is on developing the study, interpersonal, and self-management skills and attitudes needed to achieve academic objectives. The topics included in the course are the university's mission, resources, and requirements.
2. Intensive Writing Courses – Courses are offered for speakers of native languages other than English. These include Introduction to Writing; Business Writing; Advanced Expository & Research Writing; and Technical Writing.

Cultural diversity programming and through instruction and training

UMUC Cultural Diversity Progress Report- FY 2014 and 2015

Over the past year, the Diversity and Equity Office has continued to expand the diversity awareness program for staff and faculty throughout the University. The Diversity Awareness Program is comprised of several diversity training modules, including:

- Interpersonal Communication – Communicating across differences
- Managing a Diverse Workforce – Supervisory Training
- Working in a Multi-National Environment – Employee Training
- Cultural Sensitivity
- Understanding EEO policies
- Sexual Harassment Training Module

The Sexual Harassment Training Module is a mandatory training for all staff and faculty that are hired by the University. The module ensures that all members of the University are aware of what behaviors are appropriate and inappropriate when working with colleagues and students. During new hire orientation, individuals are instructed to complete the mandatory training programs and compliance with this requirement is tracked by the Diversity and Equity Office. The Sexual Harassment Prevention Training module was phased out over the past year to make room for updated training modules to account for new regulations and legislations. Prior to being phased out, participants in the Sexual Harassment Training included:

- Non-Supervisors – 93
- Faculty – 25
- Supervisors - 17

Over the past fiscal year, five (5) new training modules have been added (see below) to the suite of training programs to account for new legislation related to Title IX, unlawful harassment, and the SaVE Act.

Training Module	# of Participants
Preventing Discrimination and Sexual Violence: Title IX and SaVE Act for Faculty and Staff	66
Preventing Discrimination and Sexual Violence: Title IX and SaVE Act for Students	1
The Clery Act and Campus Security Authorities	65
Unlawful Harassment Prevention for Higher Education Faculty	2
Unlawful Harassment Prevention for Higher Education Staff	61

The Human Resources Office has also launched a new program to promote a culture of sensitivity and respect for all employees, entitled “Civil Treatment for Employees”. This training is currently being delivered to all new UMUC employees and will soon be scheduled for all current UMUC staff and faculty. Additionally, the Diversity and Equity Office visits all New Hire Orientations to introduce the office and tell individuals how they can participate in diversity events and training programs. Over the past year **172** new hires have participated in the diversity sessions for new hires

Status Report on Campus-based Hate Crimes and Bias-motivated Incidents

Over the course of the past year, there have been no reported incidents of hate crimes or bias-motivated incidents that have occurred. The University continues to provide a forum for individuals to report any incidents that occur and works to build a climate wherein such incidents will not be tolerated. All members of the UMUC Community can contact the Ombuds Office to have confidential discussions regarding any concerns that they have or can work directly with the Fair Practice Officer. Further, the Response Emergency Assessment Crisis Team (REACT) is available for individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The REACT Team is comprised of leadership throughout the University including the President’s Office, Office of Human Resources, the Diversity and Equity Office, Office of Student Affairs, Legal Affairs Office, the Accessibility Services Unit, and the Provost’s Office.

IV. Status of Institutional Enhancement or Improvements to Programs of Cultural Diversity (if needed)

In an effort to ensure that staff, students, and faculty with mental, cognitive, or physical disabilities have access to the accommodations and technology that they may require, the accessibility services and accommodation protocols have recently been overhauled. Through collaboration with the ADA Compliance Officer, the Diversity and Equity Office, the Legal Affairs Office, and the Human Resources Office the procedures for requesting and securing an accommodation have been revised. The new procedures ensure that all privacy and documentation can be maintained and that supervisors and professors are kept abreast of the situation, as appropriate.

Further, the Director of Multicultural Training and Programming has been certified to deliver the Civil Treatment for Employees training in collaboration with the Human Resources Office. The presence of the director during these trainings allows all participants to get clarity around appropriate behaviors and actions that are expected for all UMUC employees. Additionally, the training provides details related to the Equal Employment Opportunity Protocols and Procedures.

CONCLUSIONS

During 2014, the Diversity and Equity Office has continued to develop new and exciting ways to support the culture for diversity across the University. Diversity is viewed as a competency that the Diversity and Equity Office can help to build and develop within all members of the UMUC community. It is no coincidence that diversity is viewed as both a skill to be learned, but also a core value to be nurtured. It is the goal of the University to identify talented individuals that strive to live, work, and learn alongside individuals from all backgrounds, cultures, and ethnicities.

At UMUC, we continue to explore ways to engrain diversity into the various programs and projects that are part of our ongoing strategic plans. As much as the University has changed and grown over the past few years, the commitment to diversity and cultural inclusivity remains unwavering.



Cultural Diversity Report

Submitted to:
Maryland Higher Education Commission

September 2015

INTRODUCTION

By action of the Maryland Legislature, Morgan State University has been designated as *Maryland's Public Urban University*, with the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore Metropolitan Area. The University is located in a residential area of northeast Baltimore, a city with a population estimated at 622,793. Demographics for Baltimore City include the following: 62.3% of the residents are African American; 28.2% are White; 4.7% are Hispanic, 2.6% are Asian, and 1.8% are two or more races, less than one percent are Native American or Native Hawaiian. For more than 140 years, Morgan State University has been an important part of the higher education system in Baltimore City, the State of Maryland, and the nation. Throughout its history, Morgan has served the community with distinction while meeting the educational needs of an increasingly diverse society.

I. Institutional Plan to Improve Cultural Diversity

Morgan's motto, "Growing the Future, Leading the World," underlies the development of the University's 2011-2021 Strategic Plan. The strategic plan focuses on a core set of goals that will build a transformative educational environment enriched by diverse perspectives. Such an environment will ensure a supportive atmosphere that promotes student success, enhances Morgan's status as a doctoral research university, and facilitates the University's contribution to community development. Morgan State University serves as an intellectual and creative resource to the community, state, nation, and world, by supporting, empowering and preparing high-quality, diverse graduates to lead the world. A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society.

Morgan State University embraces cultural diversity in its broadest sense. Morgan's diversity efforts focus attention to underrepresented racial and ethnic groups who have been marginalized. Additionally, diversity at Morgan also encompasses a commitment to enhancing the equity and inclusion of women, those who are economically disadvantaged, and those of different sexual orientations, religions, and abilities. In summary, Morgan's mission is to serve a multi-ethnic and multi-racial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population.

Morgan's *Strategic Plan for Enhancing Cultural Diversity at Morgan State University* (Diversity Plan) was developed by the University community and approved by the Board of Regents at its May 3, 2011 meeting. As Maryland's public urban university, Morgan is one of the nation's premiere historically black colleges and universities (HBCUs). As such, achieving and maintaining a diverse student body, faculty, and staff, is a compelling interest and important goal for Morgan. To that end, the Diversity Plan sets forth 33 goals in six core areas: 1) Students (undergraduate, graduate, and non-traditional); 2) Faculty and Staff; 3) Curricular; 4) Socio-economic; 5) Disability; and 5) Community Engagement. (See Table 1).

An assessment plan with goals, objectives, anticipated outcomes, measures and benchmarks, assessment methods, and responsibility was developed for each core area and goal. Successful implementation of the goals in the Diversity Plan requires the coordinated and sustained efforts of all members of the University community and the systematic assessment of progress toward the goals. While all members of the Morgan community are expected to contribute to the enhancement of cultural diversity on campus, some members are more responsible than others in monitoring the initiatives and outcomes related to the diversity goals. (See Table 1). The Office of Diversity & Equal Employment Opportunity, the Office of Assessment in Academic Affairs, and the Office of Institutional Research will use the timelines in the assessment plan to collect, analyze, and report data on the goals and six core areas of the Diversity Plan.

Table 1: Summary of Strategic Plan to Enhance Cultural Diversity

<i>Major Areas</i>	<i>Goals</i>	<i>Measure/Benchmark</i>	<i>Responsibility</i>
Students	Undergraduate (UG): Goals 3-5 Graduate (GD): Goals 14-17 Non-Traditional (NT): Goals 18-21	Number of UG-students (All) Number of GD-students (All) Number of NT-students (All)	<ul style="list-style-type: none"> • Institutional Research • Admissions • Registrar's Office • Deans • Office of Student Disability Support Services • Dept. & Program Offices • Graduate School
Faculty and Staff	Tenure-Track: Goals 1-2 Faculty & Staff: Goals 30-33	Number of faculty (All) Number of Staff (All) Climate Survey (All)	<ul style="list-style-type: none"> • Institutional Research • Human Resources • Dept. & Program Offices • Academic Affairs-Faculty Affairs • Diversity & EEO Office
Curricular	General Education Program (GEP): Goal 29 Exchange Program (EP): Goal 28 Study Abroad: Goals 26-27	Curricular Initiatives Assessment of GEP Study Abroad data	<ul style="list-style-type: none"> • Academic Affairs • College of Liberal Arts • Office of Assessment • Int'l Student/Faculty Services
Socio-economic	Economic Disadvantaged: Goal 6	Number of undergraduate students with family income above national mean	<ul style="list-style-type: none"> • Institutional Research • Financial Aid Office
Disability	Students with Disabilities: Goals 9-13	Professional development initiatives Workshops, Seminars Feedback Surveys	<ul style="list-style-type: none"> • Center for Career Dev. • Office of Assessment • Facilities Management • Office of Student Disability Support Services
Community Engagement	Climate: Goals 22-25	Community Initiatives Feedback Surveys	<ul style="list-style-type: none"> • Center for Global Studies • Int'l Student/Faculty Services • Division of Academic Affairs • President's Office • Academic Outreach & Engagement

Morgan continues to demonstrate success in a number of areas listed below. (See Tables A-1 through A-4 provided in the Appendix).

- The total number of Asian students enrolled at the undergraduate level increased 52% from 46 in AY 2010 to 70 in AY 2015 (Table A-1).
- The total number of undergraduate international students is on the rise from 219 in AY 2010 to 303 in AY 2015 (Table A-1).
- The total number of Hispanic students enrolled at the undergraduate level increased more than 253% from 59 in AY 2011 to 208 in AY 2015 (Table A-1).
- The total number of Hispanic students enrolled at the graduate level increased 300% from 9 in AY 2010 to 36 in AY 2015 (Table A-2).
- The total number of White or Caucasian students enrolled at the graduate level increased 30% from 99 in AY 2010 to 129 in 2015 (Table A-2).
- The total number of undergraduate students over age 25 increased by 6% from 1,012 in AY 2010 to 1,076 in AY 2015.

In comparison to AY 2011, the percent of students enrolled from urban districts declined by 8%. The university awarded 73 STEM degrees to women at the undergraduate level in AY 2014-2015, up from 66 in AY 2010-2011. The university awarded 176 STEM degrees to underrepresented minority students in AY 2015. At the state level for AY 2013, the most recent year data are available, Morgan is 1st in the number of engineering bachelor's degrees awarded to African Americans; 1st among all campuses in the number of doctorates awarded to African Americans; and 2nd among campuses in the number of bachelor's degrees awarded to African Americans (IPEDS Completions Data). At the national level Morgan is 2nd in communication and journalism; 3rd in architecture and engineering degrees awarded to African Americans; 5th in Family and Consumer Science and History, and 7th in hospitality administration/management (Diverse Top 100 Producers).

Morgan State University remains committed to recruiting and retaining a diverse student body and workforce. However, resources (e.g. human and fiscal) are challenges to diversity. There is concern that the University lacks the required resources as compared to other campuses in Maryland with the same Carnegie designation as a Doctoral Research University. Morgan will continue to seek grants and funding sources at the state and national level to support and fulfill the mission and goals of its Diversity Plan.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

On an annual and ongoing basis, Morgan State University employs a variety of strategies and initiatives to foster an inclusive community and to recruit diverse and underrepresented students, faculty, and administrative staff.

TRADITIONALLY UNDERREPRESENTED STUDENTS

Goals 3-5, 14-17, and 18-21 of the Diversity Plan are designed to increase the numerical representation of traditionally underrepresented students at Morgan State University. Goals 3-5 and 14-16 are designed to recruit, admit, retain and graduate greater numbers of Caucasian, Hispanic, and Asian undergraduate and graduate students. Goal 17 is designed to increase the percentage of international students enrolled at Morgan. Goals 18-21 are designed to recruit, admit, and retain a greater number of non-traditional students (over the age of 25). Examples of strategies utilized by the University include: 1) open house (gala) in fall and spring semesters to engage parents, diverse students, and schools in the recruitment process; 2) campus tours to invite diverse students from different geographic areas to a day or weekend

experience of campus life; 3) overnight programs that target underrepresented and international students; and 4) strategies to monitor and review applications from underrepresented students. Examples of targeted programs that address underrepresented student recruitment, retention, and graduation are:

Summer Bridge Programs

Morgan State University's **Center for Academic Success and Achievement (CASA)** sponsors CASA Academy, an alternative admissions program for students who do not meet the SAT/ACT requirements for regular admission. CASA accepts up to 300 students each year, and all participants who successfully complete the summer bridge program are guaranteed admission to the University for the fall semester. The six-week program offers a wide range of activities including developmental courses, study skills, mandatory tutoring, peer mentoring, academic advising, career exploration, orientation to the campus and its offices and resources, opportunities for personal/social development, and an avenue for parent involvement. Also, since 2010, CASA has required students to engage in a common reading experience related to a social issue.

Morgan State University also offers bridge programs for academically talented students who plan to enter challenging fields. Morgan has achieved outstanding results with its six-week **PACE (Pre-Accelerated Curriculum in Engineering) Program**. Students who participate in this enrichment experience take classes in mathematics, computer science, biology, English composition, physics, and chemistry. They also develop projects and experiments for a research rotation and science fair. The 50 students who participate in the PACE Program each summer test into Calculus I at a rate of 85 percent, on average, and are six times more likely than non-PACE freshmen to test out of developmental mathematics. Participation in the PACE Program also significantly increases students' rates of persistence to graduation.

International Diversity at Morgan

Two administrative units within the University, the Division of International Affairs and the Division of Academic Outreach and Engagement, contribute directly to international diversity at Morgan.

Division of International Affairs. The mission of the Division of International Affairs is consistent with the mission, and Strategic goals of the University, that of preparing diverse and competitive graduates for success in a global, interdependent society. Morgan State University has established over 20 international relationships in Brazil, Tanzania, China, Finland, France, Honduras, Botswana, India, Mexico, Grenada, West Indies, Senegal, Peru, Saudi Arabia, Dubai and Trinidad and Tobago. Morgan currently enrolls approximately 575 international students from over 50 countries. Among the programs in the Division of International Affairs that support international diversity at Morgan are:

- The Center for Global Studies and International Education
- HBCU-Brazil Alliance
- International Student and Faculty Support Services
- Fulbright Scholarship Program
- J-1Exchange Scholar and Visitor Program
- Study Abroad

The ***Office of International Student & Faculty Services*** is charged with meeting the administrative, advising, and programming needs for the nonimmigrant students, staff, and faculty at Morgan State University. Services provided by the Office of International Student & Faculty Services include:

- Immigration information workshops
- Orientation programs for new students

- Employment workshops to provide information on the various types of employment available to F-1 students; campus employment, CPT, OPT and economic hardship applications
- Assistance with preparing and/or filing initial petitions to include H-1B petitions, program extension, SEVIS school transfer in/out, preparation of depended forms, reinstatement, and other regulatory compliance processes
- Advising services to the International and Caribbean Student Associations and the Morgan State community at large on all immigration-related matters
- SEVIS reporting to safeguard student status by providing the U.S. Department of Homeland Security with timely and accurate updates of enrollment activities.
- Collaboration with other university international stakeholders to facilitate the infusion of global themes throughout the formal and informal curriculum
- Facilitation of inter-cultural programs and activities with the primary aim of exposing the Morgan community to the importance and advantage of being aware and sensitive to the diversity of cultures in our campus and the wider community.

Division of Academic Outreach and Engagement. The Division of Academic Outreach and Engagement administers Morgan's *English as a Second Language (ESL) Program*. The ESL Program is committed to providing intensive language instruction and rich local and regional cultural experiences which will empower our students that are learning English as a second language to become successful students in the mainstream classroom and productive members of our community at home and beyond. Begun in the summer of 2013, the ESL Program consists of three interrelated components: language instruction, cultural immersion and educational field experiences. Since its inception, Morgan's ESL Program has hosted students from the following countries:

Table 2: Country of Origin and Number of ESL Students: 2013 - 2015

<i>Country</i>	<i>No. of ESL Students</i>
Equatorial Guinea	1
Brazil	53
Saudi Arabia	6
Italy	2
Total	62

The ESL Program works closely with the University's iPal Program to pair international students with Morgan mentors for the purpose of friendship, camaraderie, academic guidance, and social assimilation.

The University implemented the *iPal Program* in June 2013 to facilitate the smooth transition of international students to the campus. Many international students are paired with Morgan undergraduate students for the purpose of mentoring and friendship. The iPal Program has grown from 5 to 75 participants from over 7 countries since its inception in June 2013. The mentors reach out to their international counterparts every week, and are required to spend at least one hour together studying, dining, or exploring the Baltimore region. The mentors submit weekly reports that detail the date, time, location and nature of their weekly interactions with the student(s) that they mentor. Participants in the iPal Program:

- Share cultural experiences and activities with their counterparts;
- Focus on furthering their language skills in English (if English is not their first language)
- Connect to student life outside of the classroom and beyond campus;
- Create cross cultural friendships;

- Deepen cultural competency of domestic and international Morgan undergraduates; and
- Further the University's strategic goal of globalization

iPals also attend official ESL Program off campus cultural immersion events (there have been over 30 since June 2013).

The ESL Program submitted a successful proposal to the Mexican government to become one of the 142 universities in the U.S. to receive students from their PROYECTA 100,000 Program. Additionally, the ESL Program has submitted a proposal to the Saudi Arabian Cultural Mission to become a primary ESL program for Saudi Arabia.

Intervention and Support Services for Students

Morgan's 2011-2021 Strategic Plan includes indicators designed to focus considerable attention on the "educational attainment gap between the races." Consistent with the focus of the Strategic Plan, the purpose of Morgan State University's Office of Student Success and Retention is to work in collaboration with the various schools, college, and academic support programs of the University to provide continuous, quality support for undergraduate students from matriculation to graduation. The goal of this comprehensive program is to increase student retention rates and persistence to graduation with a focus on academic success and achievement through early intervention and systematic tracking of undergraduate students. The Office of Student Success and Retention continues to seek grants and alternative funding sources to keep the recruitment and retention programs viable at the undergraduate and graduate levels.

The University-wide retention initiatives include:

- Summer programs for freshmen (ACCESS Orientation Program) - provides students and their parents with information regarding financial aid assistance including FAFSA information, residence life, placement testing results, academic advisement, and career counseling. Additionally, students participate in cultural activities, workshops, and seminars on topics such as college transition, conflict resolution, study skills, and test-taking strategies.
- Placement testing (Accuplacer) – proctoring, scoring & disseminating 1,200–1,600 tests per academic year
- Academic recovery – engaging and rehabilitating students who are eligible for dismissal/suspension
- Alumni mentoring program – pairing freshmen with alumni volunteers to foster networking
- Financial literacy- a financial education curriculum designed to enhance students' financial skills
- Collegiate Learning Assessment (CLA) – participate in a nationwide longitudinal cohort study of institutions
- Academic advisement for first-time freshmen – Summer & Fall semesters only of the first year
- Mid-term grades of "D" or "F" – monitoring & intervention for students to prevent final grades of "D" or "F"
- Final grades of "D" or "F" – monitoring & intervention for students to replace grades with "C" grades or better
- Academic probation – monitoring & intervention for students to restore satisfactory academic progress
- Financial aid probation – working to reduce number of students ineligible to receive financial aid
- FAFSA filing campaign – working to reduce the number students with incomplete or late FAFSA applications

- Students dropped for failure to make satisfactory financial arrangements – reinstating as many as possible
- No longer enrolled students – tracking and follow-up of student registration, withdrawals, and stop-outs
- Early Alert & Response System – assisting faculty with intervention for students performing below expectations
- Parents' 411 newsletter – mailing to the permanent address of all undergraduate students each semester
- Retention Research & Student Surveys – participate in national benchmarking & campus research/surveys
- Peer Tutoring – offered in the academic schools/departments

Academic Enrichment Program

The Office of Residence Life and the School of Engineering sponsors the Academic Enrichment Program (AEP). This program offers tutorial/study sessions through workshops, seminars, individualized tutoring, and computer tutorial for students residing in a residence hall. AEP tracks the grades of resident students and provides support as needed. New and returning students who have a G.P.A. below 2.0 are mandated to receive tutoring services

TRADITIONALLY UNDERREPRESENTED FACULTY AND ADMINISTRATIVE STAFF

Morgan has a well-credentialed faculty that is racially and ethnically diverse. This represents a continuation of a long tradition at the University. Diversity is particularly valued by today's college-age population and Morgan's degree of diversity among members of its faculty differentiates it from most other Maryland campuses. For example, 441 full time instructional faculty at Morgan, 58% (255) are males and 42% (186) are females. African-American males comprise twenty-three percent (103) of full-time instructional faculty at Morgan. The 83 African American female faculty represent 19% of the full-time instructional faculty. White faculty (64) comprise 15% of the full-time instructional faculty at Morgan.

Office of Diversity and Equal Employment Opportunity

The Office of Diversity and Equal Employment Opportunity (EEO) continues to provide sensitivity/cultural competency training and diversity activities. These activities are designed to: 1) address cultural diversity among students, faculty, and staff; 2) educate the university community about current state and federal laws governing equal opportunity; and 3) reduce discrimination complaints.

Office of Faculty Development

The Office of Faculty Development, a unit under the auspices of the Division of Academic Affairs, provides opportunities for faculty to explore issues around diversity and cultural competency through conferences, workshops, seminars, and trainings. These experiences foster dialogue and collaboration among people of diverse backgrounds, orientations, and perspectives. Additionally, orientation sessions for new faculty integrate attention to diversity issues. The Office of Faculty Development also provides faculty with mini-grant opportunities to: 1) support curricular development in all disciplines, with particular attention given to issues of diversity and cultural competency; and 2) develop interdisciplinary, and cultural diversity initiatives.

III. Efforts to Create Positive Interactions and Cultural Awareness

Morgan State University utilizes ongoing cultural training programs, curricular initiatives, and community partnerships to create positive interactions and cultural competence and awareness within the

University community. Examples of the initiatives related to the aforementioned processes are the focus of this section.

CURRICULAR INITIATIVES

Committing to Equity and Inclusive Excellence Initiative

Led by the Interim Dean of the College of Liberal Arts, Morgan State University is one of twelve institutions selected to participate in an initiative by the American Association of Colleges & Universities (AAC&U) called Committing to Equity and Inclusive Excellence. The initiative is designed to expand the current research on equity in student achievement and to identify promising evidence-based interventions for improving student learning and success. The project period began August 2015 and will end June 2017.

The **General Education Program** establishes a number of significant goals and high expectations for Morgan students. Students who complete the program are expected to exhibit the following outcomes as it relates to cultural competence and awareness:

- Demonstrate integrated knowledge of the heritage, culture, social structures, and accomplishments of autochthonous African cultures and African-American Civilization;
- Demonstrate a global perspective and integrated knowledge of the heritage, culture, social structures and accomplishments of one Non-Western Civilization; and
- Demonstrate integrated knowledge of the political, social, and economic development of American society in relation to the world, of the history and geography of America and the world, of civic affairs and responsibilities, of personal, interpersonal, intergroup and intra-group relations, and of learning, work habits, and career choices.

The general education committee at Morgan is working with the Office of Assessment in Academic Affairs to: identify resources and best practices; outline the assessment process; discuss and clarify the role that faculty will play in the development of assessment process at MSU; and collect feedback from faculty on assessment strategies that they recommend for collecting data on student achievement of General Education outcomes related to the issue of diversity.

Women's and Gender Studies Program

The College of Liberal Arts offers a minor in the area of Women's and Gender Studies. These courses provide students with the opportunity to explore gender and sexuality, while paying particular attention to how those constructs are affected by race, religion, class, and nationality. The Women's and Gender Studies faculty collaborate with the College of Liberal Arts and the local community through engaging in outreach initiatives and offering colloquiums on topics important to women.

The **Division of Academic Affairs** collaborates with deans, chairs, faculty, and student organizations to ensure curriculum diversity at the undergraduate and graduate levels. Examples of data collected include, but are not limited to, the following:

- Study abroad initiatives
- Diversity or multicultural initiatives
- Diversity of educational experiences available to faculty and students
- General Education Program and curriculum diversity initiatives
 - Undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and the development of competencies for success in a multicultural world;

- Interpersonal communication and acquiring the abilities to relate to and work effectively with diverse groups of people; and
- Social responsibility and tolerance and respect for diverse groups of people and a disposition towards responsible citizenship and building a connection to the community.
- First year experiences related to diversity
- Service and community-based learning experiences
- Internship opportunities in diverse settings
- Capstone experiences and projects

The **Center for Continuing and Professional Studies (CCPS)** is designed to serve the lifelong educational needs of traditional and non-traditional students pursuing undergraduate, graduate, professional and personal growth aspirations. The CCPS coordinates a broad variety of educational activities and community services for learners from culturally diverse populations from Baltimore City, Maryland, nationally, and internationally. Some of the CCPS' programs include the following:

Certificate Programs

In addition to Post-baccalaureate certificate programs comprised of graduate courses, the CCPS administers a number of certificate programs where possession of a baccalaureate degree is not a requirement.

Non-Credit Courses

Non-credit courses are scheduled throughout the year, which include workshops, intensive classes, special sessions and six to eight week classes. Through a partnership with ed2go, the CCPS offers a variety of online non-credit classes focused on workforce readiness, professional development and personal enrichment to individuals in surrounding communities.

Career Training

The CCPS offers courses tailored to meet workforce development and training needs of individuals and organizations. Several options are offered for course delivery, including face to face, blended and through specialized intensive institutes. These training programs prepare individuals to launch a career or advance an existing one by developing new skills and knowledge for today's competitive job market.

Summer Programs

Morgan State University is the premier source for individuals seeking academic and personal enrichment courses year round. Participants in summer programs range in age from 5 years old to older adults. Programs are offered in areas to include engineering, education, computer science, chemistry, mathematics, and athletics.

Continuing Education Units

As an accredited academic institution, Morgan State University offers Continuing Education Units/Credits and Professional Development Hours and sponsors continuing education and professional development activities for university departments, and organizations throughout the Baltimore community, Maryland, and nationwide.

Improved Opportunities for Parents (IOP)

The Improved Opportunities for Parents (IOP) Program is designed to assist individuals who are typically 25 or older, especially parents, in obtaining a bachelor's degree.

The Bernard Osher Scholarship

The Bernard Osher Scholarship provides financial support to assist non-traditional, adult students between the ages of 25-50 to return to the University after a gap of 5 or more years in order to complete a

bachelor's degree. In addition, students must be a United States citizen, a Maryland resident, enrolled as a part-time or full-time student at the University and have a 2.7 G.P.A. Since the inception of the program, scholarships have been awarded to adult students within each School and College at the University.

Alpha Sigma Lambda

The Alpha Sigma Lambda Continuing Education National Honor Society is dedicated to the advancement of scholarship and recognizes high scholastic growth in an adult student's career. It further acknowledges the accomplishments of adult students from culturally diverse backgrounds pursuing baccalaureate degrees.

UNIVERSITY-BASED OUTREACH INITIATIVES

Office of Diversity & Equal Employment Opportunity

The Office of Diversity & Equal Employment Opportunity (EEO Office) is charged with the day-to-day implementation of the non-discrimination policies of Morgan State University. One of the major responsibilities of the EEO Office is to educate the University community about affirmative action and equal employment opportunity laws, and to ensure compliance with statutory and regulatory requirements in this regard. The EEO Office also collaborates with all units at the university (e.g. colleges, schools and divisions) to ensure successful implementation of the Diversity Plan, and in turn, create a more diverse community. The Office of Diversity & Equal Employment Opportunity (EEO) will continue to expand educational efforts relative to diversity and will seek to incorporate an online training program to ensure ongoing educational opportunities are available to the University community.

Office of Student Disability Support Services

The Office of Student Disability Support Services a unit under the auspices of Academic Affairs is dedicated to assisting all students with disabilities to accomplish their scholastic and career goals by supporting their academic and advocacy skills. The Office of Student Disability Support Services is committed to providing all services and operating programs in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended.

Students enrolled at Morgan with a physical or mental impairment that substantially limits a major life activity register with Student Disability Support Services (SDSS) for accommodations. Through the provision of reasonable accommodations, it is the goal of SDSS to support the academic success of student with disabilities by continuously working to elimination the physical, technical, and attitudinal barriers that can impede progression to graduation. Reasonable accommodations at the university are, but not limited to, housing, dining, mobility, classroom and learning support services (i.e. note-takers, interpreters, technology, etc.) and testing services for course examinations and quizzes.

Lesbian, Gay, Bisexual, Transgender, Queer Ally (LGBTQA) Advisory Council

The LGBTQA Advisory council was established by University President, Dr. David Wilson, in 2013 to assess and make recommendations for improving the campus climate and resources for LGBTQA students, faculty and staff. In addition, its charge was to promote personal, physical, and emotional safety while identifying ways to create educational and social opportunities and inclusion of issues of sexuality and gender identity and expression in recruitment, accommodations, academic and social programming at Morgan State University.

The LGBTQA Advisory Council is currently working to:

- Ensure that issues of sexual orientation and gender identity and expression are included in the framework of diversity at Morgan State University;
- Strengthen the University's commitment to "gender identity/expression" in the university community by providing trans-inclusive programs and services;

- Ensure visible sustainability of LGBTQA support and institutional commitment;
- Identify ways to make the classroom experience inclusive and LGBTQA friendly through training programs for faculty and staff;
- Conduct outreach initiatives to people of religious faith/spirituality; persons with disabilities and other underrepresented populations;
- Evaluate housing options and policies with specific attention to the development of trans – sensitive housing accommodations and policies to support LGBT people;
- Develop Campus Police outreach plans and specific training to support LGBTQA people and other marginalized communities;
- Conduct an examination of counseling and health concerns to support the emotional and psychological concerns of students coming out and transgender populations; and
- Develop outreach and retention programs that target LGBTQ and Ally communities.

The LGBTQA Advisory Council has made significant strides over the last year to include the following initiatives:

- Revised the University’s Non Discrimination Policy to specifically include “gender identity”;
- Hosted University forums and meetings focused on LGBTQA issues
- Continued supported for S.O.U.L., Morgan State University’s gay-straight alliance
- Collaboration with Women’s and Gender Studies to host the biennial “Intersections Symposium: Masculinities”
- Assessed University curriculum offerings for LGBTQ education and awareness
- Researched LGBTQ campus climate surveys
- Conducted assessments of the University utilizing Campus Pride’s LGBT Campus Climate Assessment Tool

Morgan State University has a “*Safe Space*” program which offers strategies for preparing students, faculty, and staff to be effective allies to LGBTQ students by placing a safe space symbol in a visible location in a person’s office. This allows LGBTQ students to identify those persons with whom they can talk without fear of repercussion.

As Morgan State University continues to expand its borders, the University is poised to offer sustained commitment to LGBTQA awareness we continue our efforts to inculcate global perspectives to “grow the future and lead the world.”

COMMUNITY RELATIONS AND PARTNERSHIPS

Morgan continues to serve as a catalyst for positive change in the community. The University works with local, regional, national, and international governmental and private entities to fulfill its Diversity Plan. Examples of community initiatives include the following:

- The ***Morgan Community Mile Initiative*** is a university-community partnership that involves residents, businesses, public agencies, and other stakeholders in making the community a better place. The five priority areas for the initiative are: 1) health and safety; 2) youth and education; 3) environment; 4) live-work-spend in the community; and 5) strengthening university/community relations.
- Morgan’s ***Educational Talent Search (ETS)*** program serves students ages 11-27 by providing academic advisement, career planning, and financial aid assistance. The ETS program enrolls over 600 students each year including participants from ten target schools and the community at large.

- The International Student Association and the Office of International Services sponsors the ***FEVER Program***. FEVER is an annual inter-cultural showcase and celebration of the various cultural groups within the Morgan State Community. Expression is done through the art forms of song, dance, and drama. In a broad sense, participants are drawn from America, Africa, Europe, Asia, Latin America and the Caribbean. While FEVER is primarily a student driven event, every effort is made to partner with faculty, staff and community groups.
- Morgan State University's National Transportation Center has partnered with the Federal Highway Administration's Office of Civil Rights and the Maryland State Highway Administration to implement a ***Summer Transportation Institute*** (STI). STI is a free program designed to encourage high school students to pursue careers in transportation. The four week program includes field trips, hands-on projects, and networking opportunities with industry professionals. The curriculum also includes SAT prep and activities that promote self-awareness.

The University's ***Office of Community Service*** was created to develop and implement dynamic community service programs that boldly address the educational, social, cultural and recreational needs of the under-represented, the educationally "at-risk" and the homeless residents in the Baltimore metropolitan area. By organizing multidimensional, holistic programs, which involve university students, faculty, staff, community organizations, government agencies, businesses, school children, and parents, the Office of Community Service positively impacts the educational, social, cultural and recreational problems of Baltimore's inner city population. While each of the community service programs vary in size, structure, and focus, they share the same goal of improving the educational challenges of Baltimore's urban population. Some of the programs include: ASANTE; AYA; Brother-to-Brother; Campus Pals; COLOUR; Dynamic Divas, JAHOD; KUUMBA; Kwanzaa; MSU Tutoring Corps; Musique; M.V.P.S.; Niani; SASY; and YAATENGA.

IV. Other Central Diversity Initiatives

In recognition of the growing religious diversity among the faculty, staff and students within the University community, the University chapel offers chaplain services for various ministries to include: Episcopal-Anglican; Muslim; Lutheran; Baptist; Roman Catholic; Intervarsity; and Apostolic.

V. Hate Crime Reporting

Campus-based hate crime incidents are reported to and investigated by the University's Police and Public Safety Department. In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University publishes an annual Campus Security and Fire Safety Report. The report includes data on all campus-based hate crime incidents. Copies of the report are made available in hard copy and are posted on the University's website.

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Table A -1: Undergraduate Students Comparison

	Baseline: AY-2010				AY-2012				AY-2013				AY-2014				AY-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	5761	92.9	2509	3252	5816	86.7	2485	3331	5660	85.9%	2419	3241	5269	84.3%	2303	2966	5318	84.4%	2324	2994
American Indian or Alaska Native	12	0.2	4	8	23	0.3	8	15	19	0.3%	5	14	21	0.3%	10	11	17	0.3%	4	13
Asian	46	0.7	25	21	110	1.6	45	65	99	1.5%	43	56	86	1.4%	37	49	70	1.1%	40	30
Hispanic/Latino	59	1	20	39	175	2.6	82	93	170	2.6%	78	92	182	2.9%	78	104	208	3.3%	92	116
White	102	1.6	49	53	122	1.8	63	59	128	1.9%	68	60	126	2.0%	75	51	127	2.0%	69	58
Native Hawaiian or other Pacific Islander	0	0	0	0	7	0.1	3	4	7	0.1%	3	4	7	0.1%	3	4	6	0.1%	4	2
Two or more races	0	0	0	0	200	3	84	116	212	3.2%	84	128	213	3.4%	75	138	222	3.5%	88	134
International	219	3.5	122	97	253	3.8	142	111	273	4.1%	152	121	277	4.4%	174	103	303	4.8%	205	98
Did not self-identify	0	0	0	0	5	0.1	3	2	23	0.3%	11	12	71	1.1%	28	43	31	0.5%	13	18
Total	6199	100%	2729	3470	6711	100%	2915	3796	6591	100%	2863	3728	6252	100%	2783	3469	6302	100.0%	2839	3463

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Table A-2: Graduate Students Comparison

	Baseline: AY-2010				AY-2012				AY-2013				AY-2014				AY-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	792	77.1	294	498	981	75.1	322	659	999	73.4%	351	648	932	72.0%	359	573	962	68.9%	344	618
American Indian or Alaska Native	2	0.2	1	1	3	0.2	3	0	2	0.1%	2	0	0	0.0%	0	0	0	0.0%	0	0
Asian	24	2.3	14	10	20	1.5	8	12	18	1.3%	10	8	20	1.6%	10	10	26	1.9%	14	12
Hispanic/Latino	9	0.9	7	2	26	2	8	18	23	1.7%	10	13	25	1.9%	12	13	36	2.6%	16	20
White	99	9.6	45	54	145	11.1	60	85	144	10.6%	53	91	130	10.1%	53	77	129	9.2%	55	74
Native Hawaiian or other Pacific Islander	0	0	0	0	2	0.2	1	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	0	0	0	16	1.2	6	10	36	2.6%	14	22	35	2.7%	13	22	37	2.7%	13	24
International	100	9.7	51	49	113	8.6	55	58	127	9.3%	69	58	144	11.1%	83	61	197	14.1%	109	88
Did not self-identify	1	0.1	0	0	1	0.1	0	1	12	0.9%	7	5	8	0.6%	3	5	9	0.6%	4	5
Total	1027	100%	412	615	1307	100%	463	844	1361	100%	516	845	1294	100%	533	761	1396	100.0%	555	841

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Table A-3: Faculty Comparison

	Baseline: AY-2010				AY-2012				AY-2013				AY-2014				AY-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	324	59.3	175	149	392	60.3	213	173	290	45.7	161	129	225	43.6	126	99	236	43.3	123	113
American Indian or Alaska Native	11	2	8	3	16	2.5	9	7	4	0.6	1	3	3	0.6	1	2	2	0.4	1	1
Asian	28	5.1	22	6	52	8	35	17	26	4.1	19	7	25	4.8	18	7	24	4.4	18	6
Hispanic/Latino	5	0.9	4	1	6	0.9	3	3	5	0.8	2	3	4	0.8	3	1	4	0.7	4	0
White	113	20.7	73	40	148	22.8	93	55	106	16.7	67	39	87	16.9	52	35	74	13.6	41	33
Native Hawaiian or other Pacific Islander	1	0.2	1	0	1	0.2	1	0	1	0.2	1	0	1	0.2	1	0	1	0.2	1	0
Two or more races	7	1.3	3	4	13	2	5	8	10	1.6	4	6	9	1.7	4	5	8	1.5	3	5
International	57	10.4	33	24	21	3.2	10	11	70	11	43	27	60	11.6	35	25	79	14.5	46	33
Did not self-identify	0	0	0	0	1	0.2	0	1	122	19.2	68	54	102	19.8	54	48	117	21.5	61	56
Total	546	100%	319	227	650	100%	369	275	634	100%	366	268	516	100%	294	222	545	100%	298	247

**Morgan State University
Cultural Diversity Report
Appendix**

Table A-4: Staff Comparison

	Baseline: AY-2010				AY-2012				AY-2013				AY-2014				AY-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	962	87.8	463	499	1014	86.3	479	535	1312	75.1	582	730	1047	72.6	465	582	955	69.6	418	537
American Indian or Alaska Native	3	0.3	1	2	8	0.7	5	3	7	0.4	4	3	6	0.4	3	3	6	0.4	3	3
Asian	16	1.5	6	10	34	2.9	14	20	31	1.8	15	16	21	1.5	7	14	24	1.7	10	14
Hispanic/Latino	10	0.9	4	6	18	1.5	8	10	24	1.4	13	11	22	1.5	11	11	30	2.2	14	16
White	64	5.8	40	24	71	6	45	26	66	3.8	43	23	59	4.1	32	27	57	4.2	34	23
Native Hawaiian or other Pacific Islander	2	0.2	0	2	1	0.1	0	1	2	0.1	1	1	2	0.1	1	1	1	0.1	0	1
Two or more races	12	1.1	5	7	15	1.3	6	9	26	1.5	12	14	30	2.1	10	20	27	2	8	19
International	25	2.3	13	12	14	1.2	5	9	141	8.1	63	78	131	9.1	71	60	123	9	63	60
Did not self-identify	2	0.2	1	1	0	0	0	0	137	7.8	67	70	125	8.7	65	60	150	10.9	68	82
Total	1096	100%	533	563	1175	100%	562	613	1746	100%	800	946	1443	100%	665	778	1373	100%	618	755

Report on
St. Mary's College of Maryland's
Efforts to Promote Cultural Diversity

2015

Promoting and Improving Cultural Diversity at St. Mary's College of Maryland

Cultural diversity is a foundational tenet of St. Mary's College of Maryland. The College is located at the historic site of St. Mary's City, where the first legislative act promoting religious tolerance was enacted, and where the first person of African descent voted. The ethos is further grounded in the St. Mary's College mission statement which values "diversity in all its forms" with the goal of "enhancing access, affordability, and diversity." Diversity is a prominent feature in the mission statement and current strategic plan. The centrality of diversity in our shared focus is evident in the wide range of initiatives and programs at the College. The diversity plan contained in this document will organize and display the many efforts on campus, reveal various metrics for assessing progress, and reflect on areas in need of improvement.

The strategic plan has been the central planning document guiding the College since 2006 and it provides a basis for assessment of the efforts toward the promotion of diversity on campus. The following three goals from the strategic plan pinpoint the focus on diversity:

- attract and retain to graduation a diverse student body;
- sustain an environment that embraces diversity in all of its manifestations; and
- attract and retain a diverse faculty and staff.

Under the leadership of the College's new president, Dr. Tuajuanda Jordan, the College will engage in strategic planning in the 2015-16 academic year. The goals, strategies, and tactics associated with our ongoing work on cultural diversity will be further developed and defined as part of that work.

Our commitment to cultural diversity is represented in our practices in student, faculty, and staff recruitment and retention initiatives, as well as in the curriculum and co-curriculum. Numerous constituencies on campus have institutionalized diversity efforts, through such initiatives as diversity programs, curricular diversity offerings, and faculty and staff recruitment strategies designed to foster a more diverse workplace.

Opportunities for enhancing cultural awareness throughout the curriculum, co-curriculum, and workplace

The focus on cultural diversity at St. Mary's College extends throughout the curriculum, co-curriculum, and at the institutional level. Most departments in the Humanities and Social Sciences offer significant coursework designed to expand students' understanding of cultural diversity, from "Native American Culture and History," to "African American Colonial Culture," to "Cross-Cultural Psychology," to "Sociology of Race and Ethnicity." Students may usually select electives in such a way as to support further inquiry in these areas within their disciplinary majors; we also offer cross-disciplinary majors in Asian Studies and Latin American Studies, as well as minors in both these areas and also African and African Diaspora Studies.

The College's Core Curriculum includes two requirements key to enhancing cultural diversity as a component of the educational experience. One of these is a course in International Languages and Cultures — a subject explicitly taught at St. Mary's in such a way as to embed language study in a study of culture. The second requirement is called "Cultural Perspectives," and includes classes designed to help students better recognize the ways their own culture shapes their thinking and the ways in which culture more generally shapes an individual's world view. Courses might examine theories of race and ethnicity, explore the experiences of people and societies in various cultures, or investigate diverse issues related to both globalization and the variability of experiences within particular cultures.

The DeSousa-Brent Scholars Program selects students who are low income, minority, first generation, and/or from rural or urban high schools. Many are students of color coming from Baltimore and Washington DC. The program provides a highly structured college experience to promote student success. Students are eligible to attend a two week summer bridge program before their first year, have intensive advising (meeting every 3 weeks), are enrolled in the same first year seminar as other DB Scholars (to facilitate cohort building), and in second semester enroll in a leadership seminar where they must carry out a campus-wide leadership project. Funding from the state has allowed us to expand the DeSousa Brent Scholars program from its initial focus on the first year to a four-year, developmentally appropriate program designed to support students through graduation.

The five STEM degree programs (math, computer science, biology, chemistry and physics) have developed an Emerging Scholars Program, a seminar approach to improve the student experience in gateway courses in each field. The Emerging Scholars Program model invites students, many of whom are underrepresented minorities, to participate in an evening seminar for select students in their introductory course sequence. The seminars support the students by providing low stakes (participation only) grading as the students work through difficult problems in groups. It is NOT a remedial course, but does solidify course knowledge by having them apply course content to real-life scenarios. It also opens up lines of communication between these students and the instructors in the first year courses through the informal atmosphere.

The STEM Navigator Scholarship Program awards \$5,000 to \$10,000 to financially needy incoming students (first year and transfer) who intend to major in one of the science & math fields at St. Mary's. This program matches students with a mentor professor (and academic advisor) in their chosen field, and facilitates field trips with other Navigators. Students participate in the Emerging Scholars Program (ESP) in their chosen field, and attend enrichment workshops on summer research opportunities and graduate school.

In January of 2015, Dr. Tuajuanda Jordan, President of the College, commissioned three groups to address diversity and inclusion issues on the institutional level.

- The first group was tasked with addressing civility on campus in response to the misuse of social media that many college campuses are facing. This group of faculty, staff, and students have drafted a civility statement to be introduced to the incoming first-year students during orientation in August 2015. The group will then work to incorporate the civility statement into *The St. Mary's Way*, which is the College's value statement. Finally, the group will work in collaboration with campus constituents to ensure *The St. Mary's Way* is a constant presence in the workings of our community.
- The second group is tasked with developing campus-wide training for diversity and inclusion. The group consists of faculty and staff. This summer, the group is identifying opportunities for both basic level training and more involved training. These opportunities will be scheduled throughout the academic year and will be open to all faculty, staff, and students.
- The third group is tasked with assessing campus climate and policies. This group of faculty, staff, and students is in the process of developing questions for focus groups that will occur in the Fall semester. They are then planning to develop what they are calling a "thrive" survey to analyze how a variety of student groups are incorporated into the key experiences at the College.

The student program MAPP (Multiculturalism, Advocacy, Partnership and Programming) mentioned in previous reports is being relaunched. Students in this program will be trained to understand issues involving diversity and inclusion, social identities, and social justice. The group will be responsible for campus programming based on identified needs of the community and provide forums to discuss current events.

LGBTQ Student Services provides programming and resources for gender and sexual minority students on-campus, as well as educates the entire campus community on these issues. It hosts annual events, including National Coming Out Day, SMCM Trans Day of Remembrance, and socials at the beginning of each semester. In conjunction with St. Mary's Triangle and Rainbow Society (STARS), LGBTQ Student Services coordinates SMCM Pride Month in April to celebrate all gender and sexual minorities. Events in the past include pride parades, student performances, film screenings, and Lavender Graduation, which honors the contributions to the St. Mary's community by students graduating in a given year who are gender and sexual minority students. The programs and services offered are reviewed throughout the year by the LGBTQ Student Services Advisory Committee, which is comprised of faculty, staff, and students.

Campus clubs and organizations help support the intellectual and social growth of students once they matriculate at St. Mary's. Several student-run campus organizations focus on the needs of traditionally underrepresented students and/or celebrate diverse cultures and identities. Among these organizations are Active Minds (mental health awareness), American Sign Language, Asian Pacific American, Augsburg-Canterbury Fellowship (Episcopal religious group), Best Buddies, Black Student Union, Cultural Dance, Feminists United for Sexual Equality, Gambian Culture Club, International Club, Intervarsity Christian Fellowship, Jewish Student Union, Latinos Unidos, Minority Association of Pre-Medical Students, National Alliance on Mental Illness (NAMI), Newman Society (Catholic religious group), and St. Mary's Triangle and Rainbow Society (LGBTQ student group), and Women In Science House. Each spring the SGA Programs Board sponsors World Carnival, a campus-wide event that celebrates global cultures in all of its forms by showcasing activities, food, and performance groups from all over the world.

St. Mary's College partners with the University of Maryland College Park to support three to five students a year as McNair Fellows, disadvantaged students who want to pursue a Ph.D. These students receive a stipend to do summer research, are mentored through the application process to graduate school, and are supported in a variety of other ways to help them attain their goals. St. Mary's College has also facilitated Study Circles, a national program that is locally sponsored by St. Mary's College, St. Mary's County Public Schools and the St. Mary's County Human Relations Commission, with the purpose of promoting discussion among community members about shared concerns, experiences and suggestions on race relations.

The College's Office of Institutional Research regularly monitors student attitudes and behaviors toward cultural diversity by administering the National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE). The results are shared campus-wide and discussed in various venues. In the most recent administration of NSSE, first year students at St. Mary's reported having discussions with people of a different race or ethnicity more frequently than did students at other baccalaureate institutions (this difference was statistically significant). The next BCSSE will be administered in Fall 2015.

St. Mary's College promotes diversity through a variety of campus programming including Heritage Months and Weeks. Annual lectures, film series, gallery exhibits, and musical performances are promoted on campus to expand the College community's understanding of diversity. By example, the College hosts the annual Martin Luther King, Jr. Prayer Breakfast which brings together members of the campus and surrounding community to honor this civil rights leader and the causes that he championed.

Recruitment and Retention of a Diverse Student Body, Faculty, and Staff

St. Mary's College has established a very strong record of high retention and graduation rates for minority students among Maryland public colleges and universities. We take pride in this and in the success of our students, but we also recognize an obligation to do even better. Toward that end, the College intends to

build upon its record and will work to enhance the success of recruiting and retaining a diverse group of students, faculty, and staff.

Recruiting students with a diverse background

One of the primary benchmarks for diversity is diversity of the first year student population. St. Mary's has made the strategic decision to promote diversity broadly by creating goals for recruitment for underrepresented minorities (25%), out-of-state students (20%), first-generation students (20%), and students who received Pell Grants (20%). These goals were set in 2012 to be aspirant goals and the College's performance in these categories can be found in Table 1.

Table 1. Characteristics of entering students, Fall 2009 to Fall 2014

Characteristics	FA09	FA10	FA11	FA12	FA13	FA14
Entering first year class who are minorities (Goal: 25%)	18%	23%	19%	17%	27%	33%
Entering first year class from outside of MD (Goal: 20%)	17%	17%	13%	15%	10%	6%
Entering first year class from first generation households (Goal: 20%)	18%	19%	19%	15%	19%	19%
Entering first year class receiving Pell Grants (Goal: 20%)	12%	15%	20%	12%	25%	20%

Source: MFR & PAR Goal 2 (2015)

The data in Table 1 indicate that the College has sustained its efforts to recruit underrepresented minority students, and has met the target for this group for the last two years. We increased in the percentage of first generation students, but remain 1% under our goal. As a result of the College's renewed focus on students with financial need, 2013 yielded our largest class of Pell grant students and the College met its goal in 2014.

St. Mary's continues to face challenges in its ability to attract students from outside of Maryland. The College faces considerable challenges in recruiting high capacity out of state students who are recruited by other colleges with competitive financial aid packages that drive down the net cost of attendance. We will continue to implement strategies like those listed below to facilitate our achieving our recruitment goals for out of state students:

- Used a combination of regional recruiters and an Out of State Admissions Counselor to cover NC, VA, DC, DE, NJ, NY, PA, CT, MA
- Attended workshops, a national conference and engaged in relationship building with independent counselors in out of state regions, specifically Northern VA, NYC and NJ.
- Increased use of social media directed at out of state prospects
- Held out of state admissions receptions with alumni to help showcase SMCM to out of state students with more attention to the connection between the prospective student and an alums experience.
- Purchased names for areas we have not previously recruited in to expand awareness: CA, TX, GA, OR and WA.
- Expanded the use of emails to promote more engagement with us and/or visit.
- Studied the financial aid models for out of state students.
- Attended National College Fairs all over the US.

St. Mary's mission to promote access to underrepresented students includes recruiting and retaining students from all racial and ethnic groups and being sensitive to the needs of first-generation college students and those from diverse socio-economic circumstances. The following efforts help us achieve these goals:

- Visited areas within the region having significant populations of underrepresented students (Baltimore City, western panhandle of Maryland, Eastern Shore of Maryland, Washington, DC and Prince George's County). Counselors met with guidance counselors, students and left materials.
- Counselors for these territories have been heavily in contact with prospects and have been trained to help students and families through the admission process and experience in a way that reduces fear and confusion.
- The Director of Admissions, Associate Director of Admissions, and the Admissions Counselor for Baltimore City have regularly collaborate with the College Bound Foundation. This foundation works with students from all over Baltimore City to remove barriers and create access to college. They are strong supporters of SMCM and we are using them to help identify and recruit students who have the potential to thrive at SMCM.
- Have also had multiple meetings to date with College Bound on how we can help each other achieve our goals.
- Attended Baltimore and Washington, DC NACAC fairs. Will attend Prince George's in Spring. National College fairs that attract students from all throughout the above mentioned regions.
- December 2014: Held alumni/prospect reception in Baltimore at City Hall to meet with and discuss SMCM with students from underserved areas. 17 families attended, held in conjunction with Baltimore City Councilmen and SMCM alumnus Brandon Scott. Holding similar events in Washington, DC and Prince George's County this spring.
- Associate Director of Admissions manages and plans school bus trips to campus from underrepresented areas such as cities and rural areas. From Fall 2014-current we have had 5 of these to campus. They usually involve anywhere from 10-50 students and include an admissions presentation, college tour, lunch, etc. We see this as a way to open students up to college, not just SMCM.
- Speaking engagements. All staff members of SMCM Admissions have been advised to take opportunities to speak to groups of students at high schools, especially ones with underserved populations.
- Creating a cultural awareness of these students in the Office of Admissions. It is a part of our mission, our goals, and a part of each of us to ensure that we work with people who are underrepresented to the best of our ability and give them the best opportunity to be successful here. We also have to understand diversity and the many forms of underrepresented people that need our, and educators, help.
- Increased communications and clarity for all applicants. Remove the ambiguousness from applying to SMCM and make it as easy and clear as possible. Making the process easy for all can help more students from underrepresented areas feel more confident and comfortable applying and then hopefully enrolling.
- Increased recruitment and relationship building with community colleges. We visited every community college in Maryland this year. This is a huge area of growth and a way to fulfill this mission as community colleges are full of students from underrepresented backgrounds.
- Increased articulation agreements with Maryland community colleges. making the path and the admissions process easier for students at community colleges that line up with SMCM academically. This has also created an increased awareness of us within MD community colleges.

- Working with Noel-Levitz on financial aid modeling and how to best use it to have the greatest impact on our incoming class. EFC and need will be a part of the research and suggestions. More modeling to come later in Admissions cycle.
- Used our multicultural fellow to help with phone calls, emails and conversion tactics for underrepresented prospects and applicants. They also work with bus trips and help create panels for these events.
- Created a “Holistic Admissions Decision Framework” to ensure all admissions decisions were made in a holistic fashion that looked at all aspects of an application and how that can show fit and future success at St. Mary’s. Understanding that GPA and SAT are not only factors behind an admit or someone who can be successful here.
- Hired two admissions staff. One is a Spanish speaker the other is a minority assigned to Baltimore City and Baltimore County.
- Began translating our admissions website and materials to Spanish to better serve the Spanish speaking 1st generation parents.
- Worked with the admissions counselor who handles our tri-county region to re-engage with local high schools and show them the value and fit of their students and SMCM. We can not forget our own county.
- The Director of Admissions also visited public schools and guidance offices in St. Mary’s, Calvert, Anne Arundel, and Montgomery counties along with Washington, DC.
- Worked with DeSousa-Brent program to collaborate and share admissions information when needed to help them select the best class possible for 2015 DB Scholars.

Strengthening Retention and Graduation

St. Mary’s College gauges its performance toward supporting the success of underrepresented groups on campus by its retention and graduation rates. These data are monitored regularly as we measure our institutional effectiveness in reaching the established targets in each area. In the Managing for Results (MFR) and the Performance Accountability Report (PAR), a target rate was set to retain at least 90 percent of first- to second-year students of all characteristics. The first- to second year retention rate for minority students has been fairly close to and in some years better than the rate for the overall student population (see Table 2). The first to second year retention rate is the foundation for the end goal of completion.

Table 2. First to Second Year Retention Rates

	FA08- FA09	FA09- FA10	FA10- FA11	FA11- FA12	FA12- FA13	FA13- FA14
All Minority	95%	94%	89%	86%	84%	81%
African-American	97%	98%	86%	79%	78%	82%
All students	90%	87%	87%	87%	90%	85%

St. Mary’s has set a sustained six-year graduation rate of 74 percent for minority students in contrast with our goal to maintain our 6-year graduation rates for all students at 82 percent with the idea that expectations are high for all students. Table 3 provides data on the four- and six-year graduation rates for St. Mary’s College, for all minorities, African Americans, first generation students, and Pell recipients. While there is some variation year over year, minority students overall demonstrate strong graduation rates, and the six-year rate has met or exceeded the target three of the last five years.

The data in Table 3 also point to a challenge the College faces: to narrow the gap between the four and six year graduation rates. Each of the underrepresented groups has a considerably lower four year graduation rate than the overall rate; for most groups, the gap closes by the six year point. The additional expense associated with the extended time to graduation poses a risk to graduation, and the College is developing strategies to help students stay on track to graduate in four years or very soon thereafter. Nonetheless, the overall graduation rate performance remains strong and part of this can be explained by the programmatic approach the College applies to diversity.

Table 3. Four and Six Year Graduation Rates

Four Year Graduation Rates					
	Cohort entering Fall 2007 (% graduating by Spring 2011)	Cohort entering Fall 2008 (% graduating by Spring 2012)	Cohort entering Fall 2009 (% graduating by Spring 2013)	Cohort entering Fall 2010 (% graduating by Spring 2014)	Cohort entering Fall 2011 (% graduating by Spring 2015)
All Minority	55%	61%	59%	58%	53%
African-American	49%	54%	55%	43%	42%
First Generation	68%	71%	63%	58%	66%
Pell recipients	54%	59%	42%	55%	62%
All students	71%	72%	67%	65%	67%

Six Year Graduation Rates					
	Cohort entering Fall 2005 (% graduating by Spring 2011)	Cohort entering Fall 2006 (% graduating by Spring 2012)	Cohort entering Fall 2007 (% graduating by Spring 2013)	Cohort entering Fall 2008 (% graduating by Spring 2014)	Cohort entering Fall 2009 (% graduating by Spring 2015)
All Minority	79%	68%	69%	80%	83%
African-American	80%	63%	70%	77%	85%
First Generation	74%	79%	73%	84%	77%
Pell recipients	66%	57%	64%	80%	67%
All students	79%	81%	79%	81%	78%

Recognizing that the minority groups on campus have different needs, St. Mary's College has taken a multimodal approach to its strategies of supporting this goal of maximizing retention and graduation rates. We provide training in intrusive advising for faculty academic advisers: the objective is to meet early and often with students to identify potential concerns when concerns are more readily addressable. We have added two new full time professional staff positions to provide academic and career advising. We have expanded our early alert system to identify at-risk students in the first month of classes. In all of the STEM fields, St. Mary's College faculty have developed Emerging Scholars Programs, as described above, which provide interesting and challenging workshops, peer mentors, and collaborative learning approaches for the gateway courses in STEM majors. Peer mentors in first year seminar classes and student teaching assistants in a variety of courses provide additional academic support to enhance student success.

With recruitment and retention embedded in the strategic plan, assessment is a regular part of our institutional culture and the College regularly evaluates the performance towards attaining these goals through the submission to the Maryland Higher Education Commission's "Performance Accountability Report" (PAR) and the Maryland Department of Budget Management's report, "Managing For Results" (MFR). The metrics set for the plan's goals are easily accessed online and as they are finalized, various groups on campus utilize the results to evaluate initiatives and make appropriate changes. Annually, the results of the progress made within these metrics are presented to the St. Mary's College Board of Trustees.

With the current economic climate there is some concern that the affordability of college will be an issue in the immediate future. St. Mary's has been recently successful working with State policy makers and have been able to freeze tuition in FY15 and FY16 giving all students relief from escalated costs. College research has found that the lowest socioeconomic groups have been the most vulnerable to the cost of rising tuition. Moving forward, the College will need to be particularly attentive to the trends in the distribution of minority groups, socio-economic characteristics, and other retention risks so that we can identify and implement appropriate strategies for ensuring student success, addressing concerns as they arise and before they become significant barriers.

Improving Diversity of Faculty and Staff

As important as it is to attend to the diversity of our student body, St. Mary's College is equally committed to having a diverse faculty and staff. The College has set a goal, published within the Department of Budget Management report, "Managing for Results" (MFR) and Maryland Higher Education Commission's Performance Accountability Report (PAR), to strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. While the College is falling short of its diversity goals, data from the last five years demonstrate a positive trend.

Table 4. Percent Minority Full-time Faculty and Staff, Fall 2009 through Fall 2014

<i>The aspirant goal for full-time faculty and staff will be: 15 percent & 28 percent, respectively, for all minorities</i>	FA09	FA10	FA11	FA12	FA13	FA14
Percent minority of all full-time tenured or tenure-track faculty	14%	12%	12%	14%	17%	17%
Percent minority of all full-time (non-faculty) staff	23%	27%	27%	25%	24%	23%

Source: MFR & PAR Goal 2 (2015)

The primary tactics we have employed to reach these goals have included the following:

- The College searches for venues for advertising to reach a broader and more diverse group of applicants.
- Search Committee chairs report the diversity of the applicants to their Vice Presidents. If the list is not diverse then the search committee must examine why and report what steps will be taken to improve the diversity of the applicants before a short list is developed. Those that receive initial interviews, must also be diverse, if not the reason must be examined before interviews are conducted.
- A new advertising format includes an introduction to the College and updated Equal Opportunity (EEO) Statement.
- Faculty advertisements require the applicant to address specific topics in their cover letter, for example teaching philosophy, commitment to diversity, commitment to a public liberal arts education.
- The Colleges Equal Employment Opportunity statement has changed to state explicitly that St. Mary's College embraces diversity and inclusion in its mission.

The College utilizes national venues such as *The Chronicle of Higher Education* and HigherEdJobs.com to develop the widest candidate pool possible. In addition, search committees have placed ads in journals and newsletters having a predominantly minority readership (e.g., *Psych Discourse*, and *The Journal of Blacks in Higher Education*). All advertisements, announcements, and letters soliciting applications include a brief statement of the College's policies on non-discrimination and the statement that St. Mary's College is an affirmative action/equal opportunity employer and is looking for candidates with an interest in attracting and retaining students from underrepresented groups. All applicants for faculty and professional staff positions are sent an acknowledgement letter and an Affirmative Action Data Form requesting information on sex, racial/ethnic identification, disability, and veteran status. Summary data are monitored in an effort to assure that a diverse group of applicants is obtained.

Retention is also an essential part of the hiring process, and is critical for maintaining a diverse faculty and staff. All faculty and staff participate in orientation and other essential onboarding processes – these are tailored to the particular needs of the faculty and staff involved, and are designed to provide the employee with information on job expectations, resources, and opportunities. The St. Mary's College Staff Senate has recently instituted a mentoring program for staff to further support their success at the College.

Faculty mentoring programs begin at the start of the academic year and extend throughout the first and second years. Every effort is made to provide all junior faculty with intensive one-on-one mentoring as well as active cohort support groups. This intentionally connects faculty of various different perspectives to enhance the support toward successful teaching, research, and contributions to the College.

The College has committed to a positive work environment and as such has administered the COACHE Survey for faculty in the fall of 2011. The COACHE data analysis investigated the relative satisfaction of minority faculty and non-minority faculty; the results for St. Mary's College of Maryland indicate that there are not significant differences in perceptions of fairness and satisfaction across these groups. We are likely to administer the COACHE survey again in the spring of 2017, and will continue to monitor and report the results.

St. Mary's College affirms the importance of hiring and retaining minority faculty and executive/managerial staff. Over the past five years, we have increased our faculty but have not kept pace

with the successful hiring of minorities at a comparable rate. Recent efforts in the faculty have stressed the importance of recruiting a diverse pool of candidates and also publicizing searches to prospective minority candidates. We continue to promote the hiring of minority candidates through our Equal Employment Officer and Affirmative Action Office and the continuation of an increasingly welcoming work environment. We recognize that we must be significantly more proactive in this work if we are to realize our goals to hire and retain a diverse faculty and staff.

Campus Statement of the Process for Reporting Hate-Based Crimes

Hate crimes and bias-motivated incidents may be violations of the College's Student Code of Conduct or Employee Handbook as well as violations of law. The College encourages anyone who is the victim or who witnesses a hate crime or a bias-motivated incident to report it to the Public Safety Department, the Office of Human Resources or the Title IX Coordinator (for crimes or bias-motivated incidents based on gender, gender identity or sexual orientation). Any crimes that are reported to the College that meet the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) ("Clery Act"), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) ("Title IX"), and the Reauthorization of the Violence Against Women Act of 2013 ("VAWA"), are reported to the St. Mary's County Sheriff's Office ("Sheriff's Office"). In accordance with Title IX and the Memorandum of Understanding between the College and the Sheriff's Office ("MOU"), if the victim of sexual violence elects not to pursue criminal action or chooses to remain anonymous, the Sheriff's Office will not conduct an investigation until such time the victim requests a criminal investigation be initiated.

The Sheriff's Office may take the lead on investigating hate crimes. Depending on the circumstances, the College may also conduct its own investigation (i.e. allegations of violations of the College's Sexual Misconduct Policy or allegations of violations of the Code of Conduct or Employee Handbook). Where appropriate, the College will defer investigation until the Sheriff's Office has conducted its investigation in accordance with the MOU. Criminal charges may only be instituted by the State's Attorney. The College may also pursue a disciplinary action against a student or an employee of the College, including sanctions up to and including probation, suspension, expulsion, or termination of employment. At end of each month, Public Safety completes a hate crime report as part of its Uniform Crime Report ("UCR"). Hate crimes also are reported annually as required by the Clery Act and the Violence Against Women Act (VAWA).

In addition, the College has implemented a Bias Response Team to assist individuals or targeted groups with options to address bias-motivated incidents and to develop community responses. See Appendix A for more information regarding the College's Bias Response Team.

Conclusion

St. Mary's College has been committed to the pursuit of a diverse campus climate very much aligned to the concepts of toleration that were brought by the original Maryland colonists. We celebrate our success but recognize our mission to ensure that underrepresented students have access to the St. Mary's College liberal arts experience poses challenges in the College's capacity to support students with the need-based financial aid they often require. As the College Foundation's endowment recovers from the economic recession, the student financial need continues. Fulfilling the financial needs of the changing student body remains a challenge and the College is dedicated to exploring means to bridge the gaps in access. High retention and graduation rates are documented strengths of St. Mary's leading to recognition and support from the Governor and legislators. During the last two legislative sessions funds were allocated to freeze

tuition for two years and performance funds were established to support new efforts in interventions intended to further boost retention and graduation rates.

The College recognizes that promoting cultural diversity is essential to the mission of the institution and to its long-term sustainability. We have implemented new approaches to recruiting underrepresented minority students, faculty, and staff. We have also implemented new retention- and graduation-focused programs. In addition, we have adopted a new bias response policy (Appendix A).

Our new president is firmly committed to improving the College's ability to attract, recruit, and retain underrepresented minority students, faculty, and staff and to enhance their success. The College has an ambitious program for recruiting and retaining minority students, and the president will establish new goals and strategies as part of the strategic planning process next year. At her previous institution, she developed a plan to increase hiring underrepresented minority faculty; this focus is being adapted to St. Mary's College of Maryland. We will transition to a much more proactive approach to recruiting and retaining minorities, so that at least a third of all finalists brought to campus to interview for faculty positions will be well-qualified underrepresented minorities.

Appendix A

St. Mary's College of Maryland Bias Response Protocol

“Founded on the site of Maryland’s first capital, the College stands as a living legacy to the ideals of freedom and inclusiveness.” The first words of the St. Mary’s College of Maryland mission statement clearly articulates the importance of creating space for a variety of intellectual freedoms while at the same time striving for a learning environment that is free of violence, harassment and discrimination. Achieving our aspirations requires embracing the responsibility to recognize and respond to bias-related incidents that impact our campus and the surrounding community.

This protocol was developed to provide the St. Mary’s community with information on the process for reporting a bias-motivated offense and resources available for anyone who is a target of such an offense.

Whom can I report to?

If you are the target of or a witness to any bias-motivated incident, we encourage you to immediately contact the Department of Public Safety. Public Safety will begin the process of collecting critical information and they will also share with you the numerous support resources available to you including Counseling Services, The LGBTQ Student Services Office, and the Dean of Students Office. They may also notify the Student Affairs Staff on-call professional to assist you with any follow up that may be requested.

If you choose, you may also report information anonymously through the Department of Public Safety Silent Witness website <http://www.smcm.edu/publicsafety/silentwitness.html>. Because it is anonymous, follow-up by a staff member is very limited. Reporting these incidents will however allow us to understand the types of bias-related incidents that are occurring in our community and assist us in working to ensure they do not continue to occur.

You may also choose to speak with a member of the Bias Response Team privately to explore your options for reporting and/or resolving any bias-related incident.

Leonard Brown, Jr., Dean of Students, lebrown1@smcm.edu
Conor Burke, Student, ctburke@smcm.edu
Emily Cerna, Student, evcerna@smcm.edu
Ruth Feingold, Associate Dean of Faculty, rpfeingold@smcm.edu
Clint Neill, Assistant Director of Student Activities, cbneill@smcm.edu

Melvin McClintock, Assistant Director of Human Resources/AA/EEO Officer,
mamcclintock@smcm.edu

What happens after I report?

Depending on the nature of the incident, a formal or informal investigation will be conducted. Formal investigations will be handled by the Department of Public Safety. Informal investigations will be handled by the Dean of Students. Once the investigation is completed, the target of the incident will be contacted to discuss available options for further action. If there is no specific target, the Bias Response Group will work with the targeted group to figure out appropriate next steps.

A member of the Bias Response Group will be in touch with the target of the incident as a follow up to the initial report. The group member will work to ensure resources are made available to the target and assist the target in navigating the different options that may be available to them. The Bias Response Group will assist as much or as little as requested.

In some cases, due to the nature of the incident and/or the impact of the incident on the broader community, the College may deem it necessary to put out an institutional response. This decision would be discussed with the victim(s) of an incident and no identifying information would be shared publicly.

Definition of Bias related incident

St. Mary's views bias-related incidents as discrimination and harassment. St. Mary's College of Maryland does not discriminate or condone discrimination on the basis of race, sex, gender/gender identity & expression, color, religion, creed, age, genetic information, disability, national or ethnic origin, sexual orientation, or marital status.

Although the expression of an idea or point of view may be offensive or inflammatory to some, it is not necessarily a violation of our Code of Student Conduct or law. While St. Mary's embraces the free exchange of ideas essential to an academic community of inquiry, we will not tolerate personal threats, real or perceived, or behavior that violates the law or our Code of Student Conduct.

Resources for faculty and staff

Faculty or staff who feel they have been a target of or a witness to a bias-related incident should contact the Department of Public Safety. Public Safety will follow a similar process of information gathering as listed above.

You should also contact Melvin McClintock the Assistant Director of Human Resources/AA/EEO Officer by calling (240) 895-4309 to explore your options for reporting and/or resolving any bias-related incident.

Membership: The Bias Response Group will consist of a cross section of the St. Mary's community (faculty, staff, administrators, and students) who serve to provide direct support to any individual(s) affected by a bias incident or hate crime, to document the incident for information gathering and archival purposes, and to coordinate responses to incidents of bias that take place on our campus and/or between St. Mary's affiliated individuals (e.g. employees, students).

Support & Partners: The Bias Response Group will provide direct support by guiding any targeted individuals or witnesses through the process for reporting bias-motivated incidents. The Bias Response Group members will also connect individual(s) to campus resources as additional sources of support. In addition, members will partner with individuals affected by bias incidents and when appropriate hate crimes to identify appropriate responses for address.

Documenting Reports: The Dean of Students will maintain summary reports of bias incidents and hate crimes for information gathering and archival purposes. Through record keeping, the Bias Response Group will be better equipped to identify any patterns of bias and discrimination that exist on campus which will inform the College's efforts towards incident response and diversity education. The names of targets, witnesses, and perpetrator(s) will be excluded from these records for privacy purposes. In addition, documentation will allow the group to evaluate effectiveness of responses with the purpose of improving the College's response and education around incidents of bias and discrimination. Data collection will be coordinated with Public Safety to ensure compliance with the Clery Act with regards to hate crimes occurring on college campuses.

Coordinating Responses: The Bias Response Group will work in conjunction with other campus resources to coordinate responses (e.g. Academic Affairs, Residence Life, Counseling Services) to bias incidents/hate crimes. Responses to bias incidents will be both proactive and responsive. It is our aim that all responses are educative in nature, educating the community on what constitutes bias and the impact bias has on a community. The Bias Response Group will NOT be involved in the investigative aspects of bias incidents. St. Mary's Department of Public Safety and/or the Office of Human Resources (and when applicable The Sheriff's Office) will continue to be the primary investigators.

Current Bias Response Group Members:

Leonard Brown, Jr., Dean of Students, lebrown1@smcm.edu

Conor Burke, Student, ctburke@smcm.edu

Emily Cerna, Student, evcerna@smcm.edu

Ruth Feingold, Associate Dean of Faculty, rpfeingold@smcm.edu

Clint Neill, Assistant Director of Student Activities, cbneill@smcm.edu

Melvin McClintock, Assistant Director of Human Resources/AA/EEO Officer,
mamclintock@smcm.edu

Meetings & Membership: The Bias Response Group will meet periodically throughout the academic year to review reported bias incidents and/or to receive relevant training.

**MARYLAND
INDEPENDENT
COLLEGES
AND
UNIVERSITIES
ASSOCIATION**

Capitol Technology University

Goucher College

Hood College

Johns Hopkins University

Loyola University Maryland

Maryland Institute College of Art

McDaniel College

Mount St. Mary's University

Notre Dame of Maryland University

St. John's College

Stevenson University

Washington Adventist University

Washington College



Cultural Diversity Report

2015

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INTRODUCTION

- **Statutory Requirement**

The Maryland General Assembly passed legislation in 2008 that requires each independent institution that receives State Sellinger funds to report annually to the Maryland Independent College and University Association (MICUA) on its programs that promote and enhance cultural diversity. MICUA is charged with compiling the information received from its member institutions and submitting a report to the Maryland High Education Commission (MHEC). In addition to the campus data, the MICUA report includes an analysis of best practices used by independent institutions to enhance cultural diversity. Based on the law, each public university and community college must develop and implement a cultural diversity program and submit an annual report to its governing body, which must review the plan and submit a report to MHEC. Finally, MHEC is tasked with submitting an annual report to the Maryland General Assembly on the extent to which colleges and universities are in compliance with the diversity goals of *Maryland Ready: The 2013 Maryland State Plan for Postsecondary Education*.

As defined in statute, “cultural diversity” means the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. As noted in *Maryland Ready*, “The State believes that colleges and universities are uniquely and better positioned to help students develop cultural competency than many other entities, given the diversity that exists on most campuses.”

- **MICUA Diversity at a Glance**

All institutions of higher education are required to report enrollment and graduation rates through the federal Integrated Postsecondary Education Data System (IPEDS). The data for students is disaggregated by race and ethnicity. Based on IPEDS enrollment data, 32% of undergraduate students enrolled at MICUA member institutions are students of color. The fastest growing population at MICUA Colleges and Universities is Hispanic students. Hispanic undergraduate student enrollment nearly tripled (171% increase) between 2004 and 2014, and African American undergraduate student enrollment grew by almost 30% during the same period. By comparison, total undergraduate student enrollment grew by 11%. Based on IPEDS graduation rates, more than half of the MICUA State-aided institutions have eliminated the graduation gap between students of color and the general population. College and universities also report race and ethnicity of full-time faculty. Based on the most recent data, 9% of MICUA faculty are minorities in higher education.

- **MICUA Commitment to Diversity**

MICUA member institutions are actively engaged in efforts to create a welcoming and inclusive campus community, serve culturally diverse students, and hire culturally diverse faculty and administrators. As required by law, the *MICUA 2015 Cultural Diversity Report* is a summary of the many programs implemented by Maryland's independent colleges and universities to promote and enhance cultural diversity. The report does not list every initiative or effort on each campus, but provides a general overview of common activities, unique programs, and best practices. Many of the examples provided in this document are ongoing, multi-year practices and programs that have proven effective. Other examples are new initiatives and emerging trends. A new development this year is the number of ad hoc events, meetings, lectures, discussions, and other activities related to peace and justice and the unrest in Baltimore City.

- **MICUA Cultural Diversity Survey**

In consultation with its member institutions, MICUA developed a survey instrument for independent colleges and universities to report on programs that promote and enhance cultural diversity. All MICUA member institutions that receive State Seller funds completed the following survey questions:

1. Does the mission statement of the institution demonstrate a commitment to providing an inclusive learning environment for underrepresented ethnic groups? (Include relevant statements.)
2. Does the institution include diversity goals in its long-range strategic plans? If so, list those goals.
3. Has your institution established an office of diversity and multicultural affairs and/or assigned staff to coordinate programming and oversee the range of issues related to diversity? Describe these efforts.
4. Is cultural literacy a component of the institution's general education requirements or elective programs? (Please describe.)
5. Describe how the institution's print and electronic promotional materials reflect populations with varied ethnicity, race, national origin, age, and gender groups.
6. Describe campus activities and organizations that recognize and celebrate diverse populations, such as clubs, lectures, exhibits, workshops, food tastings, fashion shows, dance performances, films, etc.
7. Provide examples of campus efforts to recruit and support a diverse student population, such as community outreach, college preparation, tutoring, mentoring, financial assistance, intervention services for at-risk students, and college and career advising. Include student support services, orientation programs, first-year seminars, and academic support designed to assist culturally diverse students.
8. Describe financial aid programs or scholarships designed to promote cultural diversity.
9. How involved are students of color in campus leadership? What is the institution doing to encourage students to become involved in leadership?

10. Describe efforts the institution has made in the past year to recruit diverse faculty, as well as mentoring and professional development programs designed to support culturally diverse faculty members at the institution.
11. How is cultural diversity reflected in the institution's leadership? Describe efforts the institution has made to recruit diverse administrators. Include mentoring and professional development programs in place to support culturally diverse administrators, as well as leadership development programs to encourage and promote persons of color to leadership positions.
12. Describe how the institution assesses its performance in promoting cultural diversity.
13. What program would you like to implement to enhance cultural diversity if resources were available?

EXISTING PRACTICES AND PROGRAMS

- **Mission Statements**

Nearly all MICUA member institutions include a diversity component in the mission statement of the institution. Institutions are committed to providing an inclusive learning environment, and these statements affirm the belief that diversity is essential to a quality education. Listed below are several examples of mission statements adopted by MICUA schools.

Hood College is committed to “creating an environment of support for underrepresented ethnic groups through direct and indirect services ... One of Hood’s six core values is Diversity and Inclusiveness: Living the dream in which individuals are judged by the content of their character.”

The mission statement of Capitol Technology University states that it provides relevant learning experiences that lead to success in the evolving global community. It is “an organization with faculty and leadership who stimulate and implement new curricula for the professions we serve, and that benefit a diverse community of learners.”

Stevenson University offers “undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference ... the University embraces the common bonds and obligations within and beyond the campus while respecting individual and cultural differences.”

The Goucher College mission statement points out that “The College’s principal objectives are to help each student master significant areas of knowledge and skills while developing an appreciation for individual and cultural diversity, a sense of social responsibility, and a system of personal and professional ethics ... We champion an inclusive community, embrace and respect different perspectives, and value diversity in all its forms and intersections, including ability, age, culture, ethnicity, gender identity and expression, nationality, race, religious and spiritual belief, sexual orientation, and socioeconomic status.”

One of Loyola University Maryland’s core values is diversity. “The Jesuit educational tradition has sought to celebrate differences, while at the same time seeking out and highlighting fundamental human qualities which are shared across diverse culture ... Loyola sees diversity as an inherent source of richness and a necessary opportunity for learning and growth.”

The McDaniel College mission statement highlights its commitment to inclusion of all students. “With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.”

The Diversity Statement of St. John’s College reads, “The aim of education offered by St. John’s College is the liberation of the human intellect. This is an education for all, regardless of a person’s race, ethnicity, sex, religious beliefs, country of origin, economic background, age, disability, or sexual orientation. By reading great books and struggling together with the fundamental questions that they raise, students and their teachers learn from their differences and discover more deeply their shared humanity.”

Washington College emphasizes diversity in its mission statement as follows, “We share these values of our founding patron, George Washington: integrity, determination, curiosity, civility, leadership, and moral courage. We offer academic rigor and self-discovery in a supportive, residential community of well-qualified, diverse, and motivated individuals. We develop in our students’ habits of analytic thought and clear communication, aesthetic insight, ethical sensitivity, and civic responsibility.”

Johns Hopkins University (JHU) is comprised of nine academic and two non-academic divisions. The University strives “to create a community founded on mutual caring, respect, and responsibility, where individual differences are valued and celebrated, and where openness, justice, honesty, and self-discipline are espoused and practiced.” In addition, each division of JHU has its own mission statement, many of which include a diversity component. In the School of Advanced International Studies (SAIS), the statement reads, “The SAIS mission is to educate and prepare the next generation of global leaders in government, business, multilateral institutions, and the nonprofit sector to solve multifaceted 21st century global challenges by offering a premier graduate education in international affairs that is rooted in faculty scholarship, academic excellence, and strong theoretical and practical foundations in economics, regional studies, and international relations.”

The JHU Bloomberg School of Public Health is dedicated to the “improvement of health through discovery, dissemination, and translation of knowledge and the education of a diverse global community of research scientists and public health professionals.”

- **Strategic Plans and Goals**

Many MICUA colleges and universities include diversity as a goal in their long-range strategic plans. They aim to increase engagement, sponsor cultural activities, and foster an inclusive community. For example, the Maryland Institute College of Art (MICA) includes four themes in its long-range plan: “MICA holds itself accountable for promoting diversity, ... each student should embrace diversity, ... multi-cultural experiences should be integrated into the curriculum, ... and recruitment of diverse students is a priority.”

Washington Adventist University nurtures “an atmosphere where persons of various faiths feel valued and respected.” The University espouses “openness, welcoming spirit, and respect for diversity of faith.” Its strategic plan includes five points aimed at diversity: “offering orientation programs to include gender and disability; establishing a diversity team to create a Comprehensive Diversity Program; implementing cultural activities that promote diversity issues; continuing to integrate diversity into the curriculum, including general education courses; and providing diversity training for our student leaders.”

McDaniel College specifically points to diversity in its strategic plan. For example, in the areas of Community Engagement and Sustainable Resources, the plan states, “Encourage and support all members of the college community to increase participation and engagement in on-campus, local, and global communities ... Provide increased opportunities to foster respect for diversity.”

The Johns Hopkins University Whiting School of Engineering (WSE) strives to “balance gender and race between its many programs, both at the graduate and undergraduate levels. Regarding race, in the current academic year, WSE has a total of over 5,000 enrollments, 47% of whom are white, while the rest identify as Asian, Hispanic, African American, or other. Regarding gender diversity, approximately 31% of WSE’s students are female.”

The School of Education (JHU) in its conceptual framework commits to “respect for differences among learners in the candidate’s classroom/school, ... the development of all students, ...

working in schools characterized by diversity of students, understanding of different learning needs/styles, and an ability to differentiate instruction appropriately.”

- **Leadership to Foster Diversity**

Most MICUA member institutions have established offices of diversity and multicultural affairs to facilitate their commitment to enhancing cultural diversity on campus and have assigned staff to coordinate programming and oversee the range of issues related to diversity. In addition, many schools have created affinity groups comprised of students, faculty, and staff to complement this work and develop collaborative initiatives to build an inclusive environment.

The Center for Student Diversity was established at Mount St. Mary’s University to aid in fostering inclusion, collaboration, and relationship building. “The Center for Student Diversity aims to foster an understanding of diversity as a condition of communal richness and intellectual excellence.”

In Spring 2015, Notre Dame of Maryland University commissioned an Institutional Diversity and Inclusion Council “to enhance understanding, cooperation, and education about Cultural Diversity and Inclusion on our campus.” The Council consists of faculty and staff throughout the University who are able to bring the needs and concerns of students, faculty, and staff to the table.

Hood College has one full-time staff member, the Director of Multicultural Affairs and International Student Programs (OMA/ISP), and one part-time staff member, the Area Coordinator for Diversity Initiatives, assigned to coordinate programming, oversee the range of diversity initiatives, and advise multi-cultural student organizations. This year, Hood created a pilot seminar program for first-year students. The program topics are designed “to have broad appeal while reflecting the varied interests and expertise of the faculty who teach them.”

Goucher College established an Office of Intercultural Affairs and hired an Assistant Dean for Intercultural Affairs to provide leadership to this area. The Assistant Dean serves as an “advocate for – and a resource regarding – underrepresented students by creating new student orientation and mentoring programs and establishing relationships with affinity clubs.”

Washington Adventist University has an Office of Diversity, which is led by the Vice President for Ministry, and also has a Steering Committee to give vision and guidance. Three Action Teams are the voice of the Diversity Steering Committee: Administrative, Student, and Academic. These teams collect ideas and pass along to the Steering Committee for implementation.

Johns Hopkins University Applied Physics Laboratory has several resources in place to help coordinate programming and oversee the range of issues related to diversity, including: the Diversity Working Group, Diversity Management and Employee Relations Section, Women and Minority Advisory Council, Employee Resource Groups, Department Diversity Teams, and STEM (Science, Technology, Engineering and Mathematics) Program Office.

Johns Hopkins Bloomberg School of Public Health has a Committee on Equity, Diversity, and Civility (CEDC). This is a School-wide standing committee tasked with “developing and recommending efforts to educate the School community about diversity, equal opportunity, and civility and their importance in the School environment. It monitors policies and procedures that have been approved by the Advisory Board including recruitment, promotion, tenure, salary equity, termination, and equal program accessibility and opportunity of faculty, staff, and students.”

- **Inclusion of Cultural Diversity in Curriculum**

Most MICUA members value a cross-cultural component in the general education requirements. In course syllabi and school honor codes, diversity of thought and opinion are promoted and protected. Students satisfy this diversity requirement by taking classes in ethnic studies, nonwestern civilizations, foreign languages, or courses on diversity and inclusion. Described below are a few examples of undergraduate and graduate curriculum that promote diversity.

Notre Dame of Maryland University offers interdisciplinary minors and certificates in Leadership and Social Change. The School of Nursing and School of Pharmacy (SOP) have cultural competency requirements. The School of Education offers degrees in TESOL and Instructional leadership for Changing Populations. The SOP offers elective rotations to Costa Rica, Nicaragua, and Native American reservations for fourth year students. The English Language Program offers a Spanish Language and Culture course, a Film and Culture course,

and an Introduction to American Culture session to all visiting groups and International Students during orientation.

At Washington College, every student takes a Global Research and Writing seminar, addressing global and/or comparative themes such as Place Making in a Global Age and the Business of Organized Crime. Every student is required to take one or two foreign language courses. In addition to basic language instruction, such courses introduce students to the literature, customs, music, art, religion, history, and politics of the countries and regions where the target language is spoken.

The “McDaniel Plan” comprises the general education requirements at McDaniel College. Under the Plan, Global Citizenship is a required area of study. Students must take one course with a multicultural focus, and two courses with an international or cross-cultural focus. The Global Fellows Program is a curricular/co-curricular program that creates a formal opportunity for students of all academic programs to deepen and broaden their understanding of global issues, develop heightened intercultural competency, and cultivate the skills and attitudes necessary to lead successful personal and professional lives in a global context.

Mount St. Mary’s University’s core curriculum, the *Veritas* Program, includes several courses that promote cultural understanding. One example is the American Experience, a bi-disciplinary (English and History) course taken by sophomores, that engages students with several questions that address the diverse cultures in America from the Pre-Columbian era to 1898. A course called Global Encounters invites students to engage in the exploration of cultures other than those emphasized in other areas of the *Veritas* curriculum.

Johns Hopkins University (JHU) provides a variety of trainings, discussions, and events that are designed to enhance cultural awareness, such as Diversity and Cultural Competence Workshops, Cultural Competency Training, Faculty Collaboration, and the LGBTQ+intersectionality series.

The JHU School of Advanced International Studies offers many diverse programs, such as international campuses (in Europe and China); Chinese and Non-Chinese students studying in target languages; core competencies in comparative politics, theories of international relations, foreign policy, and history; language programs and requirements in over 17 languages; regional studies programs and courses in over 10 regions; courses in international culture, politics, economics, anthropology, sociology, history, etc; co-curricular activities that include international travel/trips to various cultures/countries meeting with leaders of businesses,

governments and local communities; sessions and conferences on various regions; and social activities that involve highlighting students from different cultures and regions.

- **Publications and Promotional Materials**

MICUA member institutions utilize publications and electronic materials to reach students, prospective students, faculty and staff, and the community. To create a welcoming environment and encourage respect for diversity, MICUA schools ensure that all publications, promotional materials, and websites reflect diverse populations that span ethnicity, race, national origin, age, and gender groups. In addition, information related to events and services for diverse populations is featured in college newspapers, student handbooks, and institutional websites.

Diversity and inclusion are explicit and guiding principles in Loyola University's materials, including its website, *Loyola Magazine*, and admission materials. In 2015, several ad hoc efforts explicitly sought to highlight and celebrate the diversity of identity and experiences on campus, including *Loyola Loves Baltimore*, *Stories in Solidarity*, "*We Have a Dream*"/#OneBaltimore.

Johns Hopkins University ensures that all marketing materials reflect the diversity that makes it such a vibrant community. Students and faculty of different ethnic backgrounds, races, national origin, and genders are included across print and electronic platforms. For example, new promotional pieces created this year in the Peabody Institute include an overview brochure incorporating imagery from classical music, jazz, dance, opera, pedagogy, and Preparatory programs. The diversity of alumni, students, and faculty is evident in the photos running alongside news of recent accomplishments in the monthly *Peabody Notes* e-newsletter as well as the twice-yearly print magazine.

The Office of Communications at Goucher College strives to represent its diverse student body in all of its print and electronic publications and on its website. The College's Expressions of Delivery (a.k.a. Fusion) electronic and printed postcards describe the overnight program for prospective students of color.

Washington Adventist University's premier recruitment publication, the *View Book*, features the diversity of its students. The book highlights all aspects of student life and experiences.

St. John's College's recruitment materials and its website reflect diverse populations. Videos on the admissions portal feature students from various ethnic backgrounds. In addition, the St. John's magazine, *The College*, features stories and profiles of alumni from underrepresented ethnic groups.

Communications is cognizant of the need to reflect the true diversity of the Maryland Institute College of Art's (MICA) students and faculty. News stories are carried on MICA's webpage and in *Juxtapositions Magazine*. The institution featured a student-designed program for the Annual Benefit Fashion Show, which supports the Office of Diversity.

The Library at Stevenson University makes an effort to acquire published materials aimed at a diverse audience, and also materials that reflect and analyze the issue of diversity and multiculturalism. Some examples include: the 2015 Coretta Scott King award winner, *Brown Girl Dreaming*; a Native American Heritage exhibit; the Human Library event; and a Booktalk on a recent work, *The Wedding*, by Dorothy West, a writer who was part of the Harlem Renaissance.

- **Activities and Organizations**

Numerous activities that recognize and celebrate diverse populations take place throughout the year on every MICUA campus—exhibits, workshops, food tastings, lectures, singing groups, fashion shows, and dance performances. These events are usually free and open to the public and the college community. The following presents some noteworthy examples.

McDaniel College has implemented a campus-wide effort that involves many departments, offices, and groups to recognize and celebrate diverse populations. Some examples are the Asian Community Coalition, Black Student Union, Hispano-Latino Alliance, and McDaniel College Feminists. Several global dinners (Taste of Africa, Taste of Latin America, and Taste of Asia) are offered during the academic year. Films, such as “Le Bonheur d’Elza/Elza,” were hosted by various departments and offices on campus and were followed by a facilitated panel or faculty-led discussion. Lectures included “Migration in Contemporary Hispanic Cinema” by Dr. Tom Deveny, and “Legacies of the War on Poverty: Lessons for the Future of Antipoverty Policies” by Sheldon Danziger. The first annual Student Leadership Conference was hosted by the Office of Diversity and Multicultural Affairs and the Office of Student Engagement. Finally, McDaniel sponsored “Ferguson: A 360 Degree View,” a panel discussion on police brutality.

A student from Notre Dame of Maryland University (NDMU) provided this response: “As a member of the SGA Board, I have learned about numerous clubs and organizations on campus that highlight cultural diversity. NDMU has a step team that promotes the strength and unity in African American women. We also have an Acapella group, Pitchfit, which unites women from a multitude of cultural backgrounds who can find common ground in their love for singing. I am also in the Morrissy Honors Program, and last semester we hosted an Afghan food tasting. We were exposed to not only a unique type of food, but were educated about the fascinating culture behind the food of Afghanistan. I am a soccer and lacrosse athlete as well, and I have met women of cultures vastly different from mine, but we unite in our love of sports.”

At Loyola University Maryland, diversity-related programs and offices are plentiful throughout the campus. ALANA Services support programming throughout the year that is focused on multicultural diversity and student support. The Center for Community Service and Justice engages students and the broader Loyola community in education through service for a just and equitable world. OUTLoyola is a group of faculty, staff, and administrators of all backgrounds who are interested in promoting equality for the LGBT members of the campus community and informed dialogue about LGBT issues at Loyola. In response to national unrest in the wake of racial injustice in Ferguson, MO, and elsewhere, and a challenge from Loyola’s own Black Students Association, several campus offices collaborated throughout 2014-15 to help promote a sustained conversation on racial justice beyond the MLK Convocation. Some of the highlights included a convening to discuss racial justice, “After Ferguson: A Community Reflection;” “Hands Up” rally; and “Thinking about Baltimore: We Are All Affected,” a student-led rally for peace and justice.

St. John’s College hosts an annual celebration of Martin Luther King, “Lift Every Voice.” This year, there were monthly international dinners and presentations, a Chinese fiddle concert, Holi Festival, Georgian New Year Celebration, community seminars on “A Realistic Look at The Question of Progress in the Area of Race Relations,” and “Pathshala: The Eastern Classics Study Group.”

Goucher College brings attention to issues of diversity and racial equity by creating a semester-long series of themed events and initiatives titled, “Civil Rights: Past/Present/Future.” Students of color are active in campus leadership, such as UMOJA (the Black Student Union), HOLA (for Hispanic/Latino students), the Goucher Asian Student Union, GISA (Goucher International Student Association), Hillel, Goucher Christian Fellowship, and TALQ BIG (for LGBT

students). This year, several new clubs formed including the United Students of Color Coalition and the Goucher Women of Color Circle. The Kente Cloth ceremony is a pre-Commencement celebration of the accomplishments of the College's students of color with thirty-five students participating in the 2015 event. In Fall 2015, Goucher faculty from a variety of disciplines are planning to offer a seven-week seminar open to all faculty and staff titled, "What is Race?"

The Black Graduate Student Association of Johns Hopkins University (JHU) Zanvyl Krieger School of Arts & Sciences hosted a panel discussion: "Making #BlackLivesMatter: Local Resistance in a National Struggle" in the Spring 2015 semester. The Peabody Diversity Committee of the JHU Peabody Institute sponsors activities and supports groups that recognize and celebrate diverse populations. Many of the organizations in the JHU Bloomberg School of Public Health actively promote diversity within the School and beyond through different events, such as the Cultural Extravaganza (Music/Dance/Fashion) organized by the African Public Health Network, Carnival of the East by the Health Network for Asia Pacific, and Eid ul Adha Annual Banquet by the Johns Hopkins Graduate Muslim Students Association.

Johns Hopkins University facilitates many organizations committed to multicultural awareness and understanding. For example, the Diverse Sexuality and Gender Alliance hosted weekly meetings, held panel discussions, hosted a carnival, and led other events to create visibility around sexual orientation and gender identity. Students Empowering and Educating for Diversity raises awareness regarding racism, sexism, and other forms of bigotry and intolerance. The Mentoring Assistant Peer Program is designed to enhance the transition of underrepresented minorities during their freshman year.

- **Support Team: Recruitment, College Preparation, Intervention, and Community Outreach**

A support team is essential to effectively implement diversity plans and must include staff dedicated to recruitment, community outreach, college preparation, and intervention services for at-risk students. MICUA schools participate in college fairs at high schools with diverse populations and host on-campus recruitment events for prospective students and their families. At the same time, campus staff provides tutoring, mentoring, financial assistance, college and career advising, and community services on campus. The following describes examples of the many outreach and support activities.

In this year's recruitment, Mount St. Mary's University targeted students for the Third Century Scholars program and the Native American Scholars program. The Office of Admissions hosts outside groups on campus for campus tours and presentations on college preparation, college application processes, and college transition. In fact, the percentage of minority students in the Class of 2019 at the Mount stands today at 36%, and it is the largest group of successfully recruited minority students in the Mount's history.

With funding from a grant, the Mount also engages in activities to increase teacher retention and enhance new teacher preparation in high poverty/high minority schools and to enhance the college and career readiness goals for eighth grade students in high poverty/culturally linguistic schools. In November, the Mount hosted approximately 180 eighth grade students from Crestwood Middle School to campus through the grant. In addition, the Mount has an at-risk committee composed of representatives from every professional segment of the community. This group meets on a bi-weekly schedule to review and discuss students who have been identified as at-risk students by professors or other university staff members. The committee assists the Associate Provost in decisions regarding dismissal and probation at the end of each semester. Mount St. Mary's University is a member of the Washington Regional Task Force against Campus Prejudice and hosted its annual conference in June.

Loyola University Maryland established the ALANA Mentoring Program, pairing first-year ALANA students with upper-class students to assist them in acclimating to campus life. The Ignatius Scholars Program is designed to assist in the academic and social transition for 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds. MAN2MAN and Sister-to-sister are two gender-based identity groups coordinated through ALANA Services. The Multicultural Awareness Program is designed to assist first-year ALANA students in acclimating to campus life. In addition, beginning with the admittance of the Class of 2014, Loyola started test-optional admissions.

Goucher College targeted underrepresented populations by participating in community-based organizations, such as Schuler Scholars and the Jack Kent Cook Foundation. The College hosted numerous group visits for organizations and schools that provide access to higher education for underprivileged high school audiences, funded assistance for travel-related expenses for visits by multicultural students during major admissions events, and conducted Gouchers' FUSION program, which highlighted the spectrum of diversity and included an overnight visit program where admitted students are matched with student hosts. Last year, Goucher added the video

application as an option in the admissions process, which attracted a more diverse population. The class enrolling in Fall 2015 is anticipated to be the most diverse class in Goucher's history, with approximately 33% of the class self-identifying as students of color, a 3% increase over last year.

Goucher students have opportunities to engage weekly as tutors, mentors, and volunteers with individuals re-entering society after incarceration (Re-entering Citizens Assistance Program). Other opportunities for internships, volunteering, and leadership include Student Leaders for Civic Action, Futuro Latino Learning Center, Goucher Prison Education Partnership, Read-a-Story/Write-a-Story (RAS/WAS), and the Barclay Middle School Mentoring Project.

Notre Dame of Maryland University encourages participation in a Pre-college Preparation Workshop, the Maryland Crab Crawl College Tour, campus visits for Upward Bound Programs, College Summit, Alcanza, and the Hispanic Youth Symposium. Support services include the New Orientation Program, first-year students' involvement in service (Samaritan Women Center), the Student Success Committee, and the Trailblazer Scholars Program. For the past two years, the counseling center has offered Sister Circle, a weekly support group for women of color. Another example is in 2015, the Athletics Department was awarded the NCAA Ethnic Minority and Women's Internship Grant, which awards a two-year paid athletics internship to an ethnic minority or woman who is seeking a career in athletics. The University will also grant tuition remission and housing to the recipient of this award.

Stevenson University expanded its effort to recruit a diverse student population, including hiring a Director of Multicultural Recruitment and a Hispanic Recruiter in Undergraduate Admissions; creating a translated version of the Quick Facts sheet in Spanish for admissions counselors; selecting Student Ambassadors and OWLS (Orientation and Welcome Leaders) to reflect the diverse student population; hosting group visits from various regions to campus; inviting high school guidance and college counselors to campus from schools across the nation and internationally; and participating in and hosting community outreach organization events to promote college awareness (such as the Baltimore Urban League, Child First Authority, and My Sister's Circle).

The Office of Academic Support at Stevenson University provides tutoring services on all campuses via the Academic Link. Tutors and front desk student workers are strong academic students who represent diverse cultural groups. The Office of Career Services provides services to all students of diverse backgrounds through career counseling, customized career

programming and symposiums, recruitment events, and career and job search resources. Stevenson also has another program, PASS (Partnerships and Student Success), which is a mentoring program to assist at-risk students throughout the University.

Maryland Institute of College of Art began new initiatives this year in recruitment, such as adding questions that identify first-generation college-bound students for the purpose of providing assistance in the admission and financial aid application process. Admissions staff were active members of the Power and Equity Forum to promote diversity and inclusion on campus, and new recruitment efforts were targeted to community-based organizations to identify and recruit students representing underserved populations. Additional support services include the Diversity Grant administered by the Office of Diversity; the Mentoring Network, which targets foundation and transfer students including four major support components: African American, Asian, Hispanic/Latino, and LGBTQIA; the Women of Color Luncheon series; and the special men's programming, acknowledging men as a "minoritized" population on campus (70% female, 30% male) by the Office of Diversity.

In April, the Washington College Office of Multicultural Affairs and the Office of Admissions hosted 30 admitted students in the Multicultural Student Overnight Program. The College also hosted on-campus pre-college preparation workshops for students in grades nine through eleven. The Office of Admissions has hosted a number of AVID, Upward Bound, and other college access programs on-campus for tours and information sessions. The College has a partnership with the Bayside HOYAS that provides tutoring to young students in the Kent County Community. In addition to the HOYAS partnership, the College has partnered with College Horizons, which is a program that works nationally with Native American students. This year, the College is an official host for the middle school component of Horizons of Kent and Queen Anne's, the nonprofit that provides low-income children from pre-kindergarten to eighth grade with a summer program of academic and cultural enrichment.

At Hood College, new students from underrepresented ethnic groups including international students have the opportunity to be paired with AHANA-I (African, Hispanic, Asian, Native American, and International) buddies. New international students are hosted by local families who are volunteers recruited from Hood faculty, staff, and the Frederick Community. Other programs include First-year Living-learning Community, Center for Academic Achievement and Retention, and First-year Seminar Program to provide students with a common living and learning experience.

Last year, Capitol Technology University launched its first Do-it-Yourself Satellite Workshop, open to middle and high school students. The camp was free of charge to students and included science presentations, games, and a trip to the NASA Goddard Space Flight Center. One group of students set up shop in Capitol's chemistry lab to blend potassium with sugar and mix the blend with de-ionized water. What remained was a flammable compound that could be used as rocket fuel when the water boiled off. Another team of students experimented with a model created using 3-D printers at the Astronautical Research Lab.

McDaniel College partners with college bound organizations such as College Bound, College Tracks, First-generation College Bound, College Directions, Inc., and AVID. In addition to building on these partnerships, McDaniel admissions staff provide workshops and visit several high schools in urban areas that provide opportunities to meet diverse student populations. Other programs and services designed to help students, especially diverse populations, include diversity-related presentations, the First-year Experience, Sankofa Mentoring Program, Potential Unleashed, Center for Experience and Opportunity, Student Academic Support Services, Global Initiatives, and Global Bridge.

Washington Adventist University has a campus-wide "Service Day" that has been expanded to two full days (one in fall and one in spring), and a committee was formed to work with academic department chairpersons to link each service assignment to an academic course objective. Through the Office of Enrollment Management, the University also sponsored a day on campus for eighth graders from a number of schools in the community, including Montgomery County Village School and the Takoma Park International Middle School. More than 200 students were given an introduction to college life and the college application process. In addition, Enrollment Management recently hired a bilingual recruiter to work with the Latino population.

St. John's College students tutor at Stanton Community Center and Bloomsbury Square. They also conduct food drives for the Lighthouse Shelter during the school year. St. John's also sponsored a Dr. Martin Luther King, Jr. dinner and a Fannie Lou Hamer award event; held Art Education Workshops for groups of children from Stanton Community Center with art educator Lucinda Edinberg; and provided new academic orientation for students on study habits and preparation for classes.

JUMP (The Johns Hopkins Underrepresented in Medicine Program) is a collaborative effort of several offices at JHU, including the School of Medicine. Activities of JUMP include supplemental advising and mentoring, JUMP-START Pre-orientation Program, Sophomore

Retreat, Pathways to Medicine, Intersession Classes, Health Professionals Networking Brunch, Student National Medical Association National Conference, Milestones Celebration, and a partnership between JUMP and the Program in Molecular Biophysics, Summer 2015.

In addition to JUMP, Johns Hopkins University also worked to enhance the academic success of first-generation, low-income and/or students with disabilities, and participated in the national competition for a Student Support Services (SSS) TRIO program. The SSS Hop-In residential summer bridge program is designed to support the transition of high-ability incoming freshmen to JHU. The Office of LGBTQ Life and Admissions participated in the Campus Pride virtual college fair, designed to provide resources for LGBTQ high schoolers.

Johns Hopkins Bloomberg School of Public Health works diligently to promote a supportive environment that embraces the diverse cultures of its community. For recruitment, Bloomberg faculty attended diversity conferences, such as the annual Biomedical Research Conference for Minority Students; Society for Advancement of Chicanos and Native American Science; American Indian Science and Engineering Society, and the California Forum for Diversity in Graduate Education. Application fee waivers are provided for participants of approved underrepresented minority programs.

In summer 2014, Bloomberg's Diversity Summer Internship Program hosted 18 underrepresented minority students and undergraduates from economically disadvantaged and underserved backgrounds in order to provide them with faculty mentorship and a 10-week graduate level research experience. In addition, the Diversity Student Ambassadors Program is facilitated by the Office of Student Life and connects prospective underrepresented minority students with current students to help build an inclusive campus community.

The JHU School of Education's multi-pronged strategy includes: more full-time face-to-face programs aimed at younger student populations from peer institutions; a new full-time Ph.D. program; and expanding online programs to a nationwide audience of new teachers in underperforming urban schools, educators in the health professions, and public safety professionals nationwide. In addition, several targeted programs sustain critical pipelines for recruiting diverse students to the School of Education, such as the MCPS ProMAT format of the Master of Arts in Teaching Program, and a partnership with the Institute for Recruitment of Teachers. The School of Education and the Krieger School of Arts and Sciences also collaborated to form scholarships for JHU undergraduates who want to pursue education careers.

The Zanvyl Krieger School of Arts & Sciences (JHU) in the past semester hosted a group of McNair students and is actively working to build relationships and pipeline programs with two local HBCU institutions: Morgan State University and Coppin State University. The Director of Admissions and Enrollment is actively engaging with peer institutions via the Leadership Alliance to gather some best practices on how to work with the Leadership Alliance and how to couple it with other programs toward the goal of increasing the underrepresented minority (URM) applicant pool. In addition, the school is working on an online and print handbook, which aims to highlight resources for prospective and current URM and LGBTQ graduate students and postdoctoral fellows at the Homewood campus.

The School of Nursing (JHU) now provides (in an online format) all prerequisite courses for the BSN and Master's entry program for potential applicants who could not identify a university near their home where they could take these necessary prerequisites. The Office of Admissions and the Enrollment Management Unit have developed a strategic plan for the recruitment and retention of students from underrepresented populations in nursing. A comprehensive orientation program for students in all academic programs (both online and face-to-face) is provided as well. The Academic Affairs Department provides both individual and group tutoring for students experiencing academic difficulty.

- **Targeted Financial Aid Programs**

MICUA colleges and universities awarded nearly \$550 million in fiscal 2013 to undergraduate and graduate students in institutional and private grants and scholarships, with the majority of that aid distributed based on need. In fact, MICUA schools award three times more financial aid to needy undergraduate students than is provided by the State and federal governments combined. Many financial aid programs are targeted to students of color. The following examples demonstrate the types of scholarship and grant programs offered by MICUA member institutions to support diversity efforts.

The Hodson-Gilliam Diversity Scholarship at Hood College, named in honor of James H. Gilliam, Jr., encourages students with demonstrated academic achievement and a commitment to diversity to apply for the scholarship to support their enrollment at Hood College. This year, more than 100 Hodson-Gilliam Diversity Scholarships were awarded.

St. John's College awarded scholarships to students participating in the Summer Academy Program. In addition, funding from the Hodson Trust provides need-based financial aid to minority students, and funding from the Ertegun family is designated for need-based financial aid for Turkish students.

In the 2014-2015 academic year at Washington Adventist University, 75% of all financial aid, including federal, state, and institutional funds, was distributed to students from underrepresented populations. By providing generous financial aid packages to all students who have financial need, this model of awarding aid is intentional in promoting a diverse population.

Loyola University Maryland offers the Claver Scholarship, which provides financial assistance to African American, Hispanic, and Asian students of superior academic ability and achievement. The Office of Financial Aid coordinates many additional privately funded, endowed scholarships targeted to student populations per donor wishes, including opportunities geared toward students of color, Baltimore-area graduates, first-generation college-going, women students, etc. ALANA Services also works with the Office of Financial Aid to promote additional scholarship opportunities. In June 2015, science faculty were awarded a \$565,000 grant from the National Science Foundation to develop a scholarship and mentoring program to recruit and graduate academically talented low-income students pursuing a degree in computer science, physics, mathematics, or statistics.

Stevenson University has 19 scholarship programs, including awards to urban youth, non-traditional students, first-generation attendees, students of color, and those of Italian heritage. Stevenson also offers scholarships to prospective students, such as the Cristo Rey Jesuit High School Scholarship, College Bound Scholarship, Urban Scholars, and the Hermanitas Scholarship with Kennett High School in Pennsylvania.

The Educational Opportunity Program (EOP) at Goucher College provides first-generation, socioeconomically disadvantaged students from Maryland with a four-year financial award exclusive of loans. Several endowed scholarships for multicultural students include the Alston EOP, Bell (preference given to Asian students or American students of Asian descent), Brady (intended to assist worthy foreign students), Demere (preference given to foreign students who intend to return to their home countries following their Goucher studies), Feinblatt (need-based financial aid to support students in the undergraduate program), Hearst (awarded to economically disadvantaged students from urban schools in Baltimore), and Waitzer (need-based financial aid to international students from non-Western countries).

Maryland Institute College of Art inaugurated several new scholarship initiatives in the past year to promote inclusion and diversity. The Leslie King Hammond Scholarship for Graduate Students awards 12 incoming graduate students \$5,000 each and is designed to promote cultural diversity; the McMillan-Steward Scholarship for Baltimore Students recognizes and rewards talented minority applicants from the greater Baltimore City region who demonstrate high financial need with three awards of \$10,000 each. In 2016 the awards will increase to \$20,000 each. The Access for Excellence Scholarship provides five full-tuition awards for high financial need from underserved populations intended to promote cultural diversity, and a new partnership established with Latino Art Beat (LAB) offers film scholarships to Hispanic students in addition to current scholarships offered to art and design students.

The Zanvyl Krieger School of Arts & Sciences (JHU) strives to meet the full need of admitted students. Programs specific for diverse populations include the Baltimore Scholars Program that provides full-tuition scholarships for qualifying graduates of Baltimore City Public Schools, the Hodson-Gilliam Success Scholarship program that provides grants in place of loans and allows a select number of underrepresented students to graduate loan-free, and the Hopkins 5 Scholarship Program that caps student loan debt at \$5,000 through graduation for a select number of underrepresented students. In addition, the School encourages applications from minority students for the Woodrow Wilson Fellowship and the Dean's Undergraduate Research Award programs.

The Johns Hopkins Bloomberg School of Public Health has several scholarship programs that help to foster diversity. The C. Sylvia and Eddie C. Brown Community Health Scholarship supports doctoral students committed to eliminating health disparities in Baltimore or other U.S. urban settings. The Johnson and Johnson Community Health Care Scholars Program provides funding for doctoral students to assist community health care organizations across the U.S. to build capacity and improve access to quality health care for medically underserved populations. The Sommer Scholars program targets students from around the world who have leadership skills or the potential to develop those skills. In addition, U.S. minority students and their faculty advisors are encouraged to apply for National Institutes of Health funds that support students, post-doctoral fellows, and eligible investigators from underrepresented groups.

The Peabody Institute (JHU) offers several tuition-free programs to support diverse populations, including: Tuned-In, which supports 50 beginning and intermediate music students; the Estelle Dennis Boys Dance Training program, supporting 30 students of all levels; and Pathways to

Peabody, which supports 35 advanced students. All these programs provide nearly \$400,000 of financial aid to underserved populations in and around Baltimore.

The JHU School of Nursing offers a scholarship from the Health Resources and Services Administration (HRSA), which gives priority to underrepresented students. The School saw a 17% increase in the number of HRSA applications submitted over the prior year. The School of Nursing notes that 33% of the students who applied for the scholarship received the HRSA scholarship – one of the highest percentage rates in the country. In addition, this year the School of Nursing was awarded a three-year Advanced Education Nursing Traineeship (AENT) grant that provides funding for Master of Science and Nurse Practitioner students from underrepresented populations.

- **Student Leadership**

Students of color are involved in all aspects of campus life and in key leadership positions on MICUA colleges and universities. Generally, leadership teaches skills for diverse populations, provides strategies to create an inclusive community, addresses the challenges of underrepresented minorities, and prepares students to be successful in these roles. Examples of some particularly effective leadership programs are described here.

McDaniel College supports student leadership to the best of its ability. The Office of Student Engagement and the Office of Diversity and Multicultural Affairs partnered to host the first annual campus-wide Student Leadership Conference. The Director of Diversity and Multicultural Affairs took four students to the African-American Student Leadership Experience in Washington, D.C. in January 2015. Three of the four SGA executive board members were students of color. Two of the three student members of the Board of Trustees were students of color. The annual Leadership Engagement and Development Program provides service-oriented leadership training for first-year students. One-fourth of this year's participants were students of color.

Students of color participate in a wide range of student leadership positions across Maryland Institute College of Art's campus. This year, the College experienced an 18% increase in the number of students of color who applied to campus leadership positions. The Office of Diversity held training sessions at mentoring network meetings and clubs and sent a separate email to all

students of color about various opportunities to encourage equitable representation by minority communities.

At Washington Adventist University, students of color are heavily involved in leadership positions on campus. An annual Student Leadership Retreat is held in August each year. Student Government Association leaders, Resident Assistants, and campus ministers all participate in the retreat.

Students of color make up 55% of Capitol Technology University's population and most of its leadership positions. For example, the Society of Women Engineers (SWE) is the largest nonprofit educational and service organization at Capitol, representing student and professional women in engineering and technical fields. Another program — the Student Leadership Advisory Board — acts as the student programming board on campus, by planning and supporting on-campus social events.

All leadership programs and positions are open to all students at Goucher College. Several of Goucher's annual student leadership awards specifically recognize students who work to combat prejudice and promote understanding among people of different backgrounds and ethnicities. Goucher also participates in the Baltimore Colleegetown Network's Leader Shape Program. In addition, a Goucher College student, in conjunction with several other local university students, ignited a social media campaign resulting in a peaceful protest walk in the aftermath of the events surrounding the death of Freddie Gray.

A student attending Notre Dame of Maryland University provided this response: "Students of color are very involved in campus leadership. Notre Dame of Maryland University encourages students of all backgrounds to be involved as much as they can be on campus, and they accommodate this by having a multitude of outlets for individuals to step up and become a leader. This broad range of organizations and clubs ranges from Road Scholars, which focuses on creating a community feeling for commuting students, to the Student Art Society, which provides a refuge for artistic students and opens the eyes of the community to the diverse talent on our campus."

Stevenson University, like many other institutions, strongly encourages all students to become involved on campus in some way. Involvement with Student Affairs provides many students with leadership opportunities, such as the Jewish Student Association, Muslim Student Association, Black Student Union, Veteran Student Association, and Organization of Latin

American Students. Students also have an opportunity to provide input and have an impact on the Student Government Association and the Mustang Activities and Programming board. In addition, the Office of Academic Integrity has created a Student Academic Integrity Committee, and participating students reflect diverse ethnicities and races, as well as various fields of study.

Leadership training and development is an explicit and ongoing component of Student Development training activities at Loyola University Maryland. Diversity Peer Educators work very closely with ALANA Services to address issues relating to diversity, multiculturalism, and race issues. Pathways to Peer Leadership is designed for first-year students to start off their Loyola career as leaders, while acclimating to the Loyola and Baltimore community. Women's Leadership Workshop is a unique opportunity for 15 women from each class to explore and develop their leadership potential under the guidance of professional faculty/staff from the Loyola community.

St. John's College encourages all students who wish to participate in campus leadership to do so. Many students of varied backgrounds are members of the Student Committee on Instruction and are awarded positions as Mathematics, Laboratory, and Language assistants.

In the past five years, Mount St. Mary's University has had student delegates at four cultural leadership conferences – the African-American Student Leadership Experience, the United States Hispanic Leadership Institute, the East Coast Asian American Student Union Conference, and the Ivy Native Council. The Center for Student Diversity offers over 28 leadership positions through various clubs and organizations.

Students from historically underrepresented populations are engaged in a number of leadership positions at Washington College, such as the peer mentor program, resident assistants, student government senators, Greek Life, and various positions through the Office of Multicultural Affairs (OMA) and the Global Education Office (GEO). The Office of Student Activities collaborates with the OMA and GEO and focuses on leading the institution's charge of developing citizen leaders who value diversity.

Hood College supports all student organizations and offers Leadership training at least twice per academic year for current and prospective student leaders. The annual AHANA-I (African American, Hispanic, Asian, Native American, and International) Award Program is specifically designed to recognize students of color for scholarship, leadership, and service to community. The Black Student Union and La Comunidad (the Hispanic/Latino student organization) have

each established a tier-based executive structure. Each year, one or more first-year students are elected to positions on the board of these three organizations. Each board has also been encouraged to elect junior status level presidents or chairs. Senior status leaders and previous position holders are utilized as mentors and guides to train and support the current elected board members.

Johns Hopkins University (JHU) School of Nursing invites every student to join the Student Government Association. All students are encouraged to participate in JHU events and forums. Currently, 42% of the student leaders at the JHU School of Nursing are students from underrepresented populations. Student leaders at the School of Advanced International Studies organized a campus-wide dialogue with the community about the issues that were happening nationwide related to Ferguson, MO, and the “Black Lives Matter” movement.

The School of Medicine (JHU) provides almost every student of color a leadership role on campus, such as the Student National Medical Association, Latino Student Medical Association, Asian Pacific American Medical Student Association, and the Biomedical Scholars Association. Also, several students of color serve on the Medical Student Senate and are involved in creating and evaluating School of Medicine policies.

The Zanvyl Krieger School of Arts and Sciences (JHU) continues to support the Graduate Diversity Fellows Program. This program provides graduate students with an opportunity to engage in the life of the campus through leadership and service, with a focus on diversity and professional development.

The JHU Office of Multicultural Affairs also supports the development of multicultural student leaders by engaging in on-going training and de-briefing activities for the Mentoring Assistant Peer Program mentors, Students Empowering and Educating for Diversity educators, Men of Color Hopkins Alliance, and leaders of multicultural student organizations.

- **Diverse Faculty and Administrators—Recruitment, Professional Development, and Retention**

A critical objective for MICUA member schools is to increase diversity among faculty and administrators. As Notre Dame of Maryland University points out in its report: “true diversity

cannot simply be defined by the number of leadership positions; it requires that employees of various genders and cultural backgrounds are included and supported at all levels of the decision-making process.” To reach a wide pool of candidates, job searches are consciously designed to be inclusive. Recruitment notices are placed in traditional higher education publications circulated among underrepresented groups, such as *The Chronicle of Higher Education*, *Diverse Issues in Higher Education*, *Hispanic Outlook*, *Journal of Blacks in Higher Education*, and *Women in Higher Education*, in addition to social media sites and online publications.

- **Diverse Faculty**

The position of Associate Dean of International and Intercultural Programs was created in 2014 at McDaniel College to provide intentional intercultural programs and professional development opportunities for students, staff, and faculty. McDaniel College’s Board of Trustees has made diversity a priority among the board.

Recruitment of diverse faculty members is the first step in creating a diverse campus community for Notre Dame of Maryland University (NDMU). Postings on minority hiring sites are targeted to specific disciplines by the Dean of each College. In addition, a supportive climate is essential to the University. For example, all new faculty are paired with a senior faculty member who helps establish voluntary partnerships that enable faculty to share their knowledge and experiences with one another. NDMU also reaches out to graduate schools known for having diverse student populations as well as Historically Black Institutions and Hispanic-Serving Institutions. During the past academic year, NDMU was invited to participate in the Faculty Institutes Guide to Diversity and Inclusion, which featured dialogues and activities that challenged assumptions, urged participants to consider things about individual identities, and facilitated strategies to create a more inclusive campus community.

In the past academic year, 15% of all full-time faculty members at Stevenson University are from minority backgrounds. Most of these are African Americans, but in recent years the University has been able to hire more Asian Americans as well. In terms of gender, a decided majority (55%) of the full-time faculty is female; 71% of administrators are female. Every faculty member has a Faculty Mentoring and Evaluation Committee made up of his/her peers to assist in the process of providing development aimed toward promotion.

At Goucher College, 13% of all new full-time faculty came from underrepresented groups during the 2014-15 academic year. Seven of the eight incoming tenure-track faculty are from underrepresented populations. New full-time faculty members participate in a two-day faculty orientation and a yearlong development program. A formal mentoring program runs concurrently with this development program and pairs each new faculty member with a senior faculty member.

St. John's College's curriculum is interdisciplinary. All faculty members of various cultural backgrounds receive support in appropriate ways to teach classes in multiple disciplines, including weekly faculty meetings with targeted purposes. Professional development at St. John's is focused on small study groups to which new faculty belong.

At Johns Hopkins University School of Education (SOE), more than 15% of faculty members represent ethnic minority backgrounds. SOE faculty search committees utilize the strategies outlined in the document, *Strategies for Successfully Recruiting a Diverse Faculty*, which was developed by the JHU Commission on Equity, Civility, and Respect. In addition, an exemplary mentoring program includes professional development opportunities for faculty to enhance teaching, research, and service in the SOE, University, Faculty Affairs Committee, and wider education field.

For the Peabody Institute (JHU), 25% of Preparatory faculty hires in the past year were African American or Hispanic, 17% were of Asian descent, and 58% were Caucasian.

The JHU Bloomberg School of Public Health routinely engages in a variety of activities and strategies to improve the recruitment and retention of underrepresented minority faculty at both junior and senior faculty ranks. Some examples include the Annual Salary Analysis, Faculty Exit Survey, Faculty Mentoring Program, Sabbatical Program, Faculty Leave and Stop-the-Clock Policies, and Writing Accountability Groups.

The policies of the School of Medicine (JHU) for the recruitment of faculty are based on the consideration of the excellence of candidates for positions, with consideration for individuals from culturally and demographically diverse backgrounds. During a five-year period (2009-2014), 162 women compared to 119 men joined the faculty (representing a 2% increase, from 37% to 39%). The number of underrepresented minority faculty increased 10%.

The Johns Hopkins School of Nursing has several search committees for both senior faculty and junior faculty to teach in the new Master's Entry Program. Faculty members have also been engaged in direct recruiting at professional nursing organizations such as the American Association of Colleges of Nursing doctoral conference, the National Organization of Nurse Practitioner Faculties conference, and the National Association of Pediatric Nurse Practitioners conference. The last five faculty members hired have been African American and Asian.

The Whiting School of Engineering (JHU) made offers to 18 faculty members (five Bloomberg Distinguished Professors) for tenure-line faculty. Among these, five (or 27%) were made to women. The School has also created a focus group composed of five of the most recent faculty hires to evaluate the current mentoring policy and make suggestions for improvement. In addition, qualified high school teachers in the Baltimore area are admitted to JHU and allowed to take one course per semester at no charge until they complete their master's degree through the School.

The JHU Applied Physics Laboratory (APL) has several initiatives in place to attract women and minority candidates with professional experience. APL recruiters visited over 30 universities and colleges, including Historically Black Colleges and Universities and other minority-serving institutions. APL staff also participated in national and regional conference career fairs sponsored by professional organizations, such as the Society of Women Engineers, the National Society of Black Engineers, the Society of Professional Hispanic Engineers, the Black Engineer of the Year Award Conference and Career Fair, and the Grace Hopper Celebration for Women in Computing. Additionally, APL has a College Summer Internship Program that offers practical work experience and financial compensation to students. Summer interns are invited to join an Intern Mentorship Program that is managed by APL's College Recruiting Office in partnership with APL's Employee Resource Groups. APL also targeted outreach to the local labor market through Employ Baltimore, the Greater Baltimore Urban League, and the Wounded Warriors Program. Each of APL's departments has a mentoring program in place for its staff.

- **Diverse Administrators**

Washington Adventist University serves a majority minority student body and its senior leadership is reflective of the campus diversity. The University attracts a diverse pool of applicants for every open position.

As of fall 2014, the Executive Leadership at the Loyola University Maryland is 17% ALANA leaders and 68% women leaders according to institutional self-reported data. The Office of Human Resources coordinates professional development opportunities for all employees, including sexual harassment prevention training. In Academic Affairs, the Vice President restructured the office to create a reimagined position of the Associate Vice President for Faculty Affairs and Diversity, which will be filled by a tenured faculty member. The Office of Academic Affairs and the Deans Offices provide regular leadership training opportunities to Department Chairs that include attention to best practices in diversity and inclusion.

Maryland Institute College of Art (MICA) has two females – one Caucasian and one African American – in its executive (leadership) team. There are three African-American men who serve in key administrative positions, two as Associate Vice Presidents, and one Assistant Dean for Diversity. In addition, MICA's greatest change in institutional leadership was the selection of a new president, Samuel Hoi, who was selected from a pool of over 35 diverse candidates and is an immigrant to the United States from Hong Kong.

The recruitment plan for identifying diverse executive candidates at Notre Dame of Maryland University is two-fold. First, advertisements and announcements welcome diverse applicants as well as applicants who value diversity. Second, mentoring and professional development programs are in place to support culturally diverse administrators, as well as leadership development programs to encourage and promote persons of color to leadership positions. For example, there are committees to address diversity issues and design programs that support inclusion, interfaith religious support, first year of mentoring of new faculty by peers within the department, and monthly mission orientation seminars.

The Board of Trustees at Mount St. Mary's University has increased the diversity of its memberships and hired a senior-level administrator three years ago whose main responsibility is to provide leadership to ensure that the institution's commitment to diversity and inclusion is implemented and central. The Associate Provost for Diversity and Assessment is developing a set of recommendations to diversify administrative and staff positions.

St. John's College has increased its efforts to recruit diverse administrators. The majority of its administrative positions are held by women, including Dean, Assistant Dean, Vice President, Registrar, Librarian, Director of Admissions, and Director of Financial Aid. The Personnel Office offers supports and professional development for all staff.

In January 2014, Goucher College re-instituted a Diversity Standing Committee. One of the first initiatives was to complete a diversity inventory of current programs and practices that promote diversity, multiculturalism, and inclusion. This year, the Committee was tasked with identifying diversity consultants to assist in building the community's capacity for inclusion and racial equity work, including a new relationship with the Baltimore Racial Justice Action.

The JHU Whiting School of Engineering values a diverse leadership. The School manages a University-wide program for Research Administration trainee and current staff positions. This program has created 29 new positions, 18 of which are filled by women, and 10 of whom are minorities.

- **Evaluation in Promoting Diversity**

MICUA institutions evaluate cultural diversity programs and practices using outside sources or campus inner assessments. For example, the National Survey of Student Engagement (NSSE), which assesses student experiences with diverse populations, is frequently used to make strategic plans and goals for the institution. Colleges may also add a series of questions specific to the individual campus in conducting surveys to entering freshmen and graduating seniors.

Washington College accesses its performance in promoting cultural diversity through a number of methods. The Assistant Dean of Students/Director of Multicultural Affairs assesses cultural diversity through quarterly reports, end-of-the-year reports, and group discussions with students, faculty, and staff. The College also uses data from the "Cap and Gown" survey administered to seniors each year as well as data from the NSSE.

Stevenson University also participates in the NSSE, and three of the Cooperative Institutional Research Program (CIRP) surveys are distributed to incoming freshmen in the spring of their first year and graduating seniors. Additionally, the University assesses its performance in promoting diversity by analyzing enrollment and other data about diverse students and the campus climate.

At Loyola University Maryland, each department within the Division of Student Development performed a self-assessment of its department's diversity efforts in regard to its services and programs. Other assessments include participating every three years in the Collaborative for

Academic Careers in Higher Education survey on faculty job satisfaction and campus bias reporting, which is overseen by the Assistant Vice President for Student Development.

Mount St. Mary's University conducted a Diversity and Inclusion Campus Climate Survey in March 2015. Other assessments include CIRP, Higher Education Research Institute, NSSE, and a Senior Survey developed by Mount St. Mary's University.

Hood College cultivates and promotes cultural diversity through programs, events, and activities of the Office of Multicultural Affairs and International Student Programs (OMA/ISP); the academic curriculum; and other co-curricular initiatives. The Global Perspectives Inventory (GPI) used in 2011 and 2014 to assess global learning provides rich benchmarking data about students' intercultural competence.

Through coursework, field experiences, and survey data, the Johns Hopkins School of Education examines its performance to promote diversity. Additionally, the School of Education continually collects data by surveying employers, former supervisors, and alumni. The JHU School of Medicine has annual employee and satisfaction engagement surveys, exit interviews, as well as cultural needs assessments to evaluate the institutional climate with respect to cultural diversity. Similarly, the University's School of Nursing annually examines the diversity of students and faculty and develops strategies to support and increase diversity. The JHU Whiting School of Engineering continues to monitor student and faculty reports related to diversity outcomes. The Carey Business School reviews the employee recruiting and employee turnover statistics and determines trend data for all employees.

The Peabody Residence Life Office administers a survey on a bi-annual basis among residents that include select questions from the JHU Student Climate Survey that focus on inclusion, acceptance of differences, and diversity at the Peabody Institute. Exit surveys for graduating seniors and graduate students are administered at the end of every academic program.

A variety of metrics to assess student diversity at the Bloomberg School of Public Health (JHU) include the Annual Student Data Report, as well as data on Brown Scholars and Sommer Scholars. Policies for faculty recruitment, appointment, and promotion are reviewed and modified periodically following discussion and consensus in several venues, including the Committee on Appointment and Promotions; Committee on Equity, Diversity, and Civility; Faculty Senate; and Advisory Board. In addition, the Faculty Exit Survey is given to all

professional faculty who choose to leave the School in order to identify and ameliorate reasons for their leaving.

WISH LIST

Several MICUA institutions identified plans to implement new initiatives to enhance cultural diversity if sufficient resources are identified, including expanding courses, establishing more scholarships, and adding more trips to enhance cultural knowledge. For example, Notre Dame of Maryland University would like a Diversity Speaker Series; training for faculty, staff and students; expansion of cultural heritage programs; and a multicultural education center or office of diversity to enhance services.

Mount St. Mary's University would like to have a cultural/social justice trip for seven days to Memphis, TN, to serve the community and research the civil rights movement. In addition, more need-based scholarships would significantly help, especially for low-income and first-generation students and individuals with disabilities.

The Office of Multicultural Affairs and International Student Programs (OMA/ISP) at Hood College would like to provide more training opportunities for faculty and staff to facilitate diversity workshops. The College also would like to implement a campus-based student, faculty, and staff training series to increase cultural competency, awareness, and acceptance. In addition, the "Tunnel of Oppression" would be a great addition to the Hood College experience.

McDaniel College wants to build a summer bridge program to provide academic support to talented but underprepared students. Another opportunity would include developing a Center for Diversity, Inclusion, and Engagement, where students from multicultural student organizations could meet. Finally, the creation of a Chief Diversity Officer position would enhance strategic planning and support of campus-wide diversity.

St. John's College would like to implement greater financial aid and greater academic support for first-generation college students. Washington Adventist University would like to re-build an array of annual mission trips and a robust study abroad program and re-establish a comprehensive English as a Second Language program. Washington College would like to establish a number of mentoring and professional development programs to support culturally diverse administrators.

Given additional funding, Maryland Institute College of Art would like to reinstate the NAACP Academic, Cultural, Technological, and Scientific Olympics (ACT-SO) program with Baltimore City/County public schools, where 10-12 students receive financial assistance to attend Portfolio

Prep classes through MICA's Young People's Studio program. Other than providing scholarships, a mentor would be hired to oversee each student's experience in the year-long program. The Office of Diversity would like to fund a Speakers Series with artists who correlate to each constituent group under the umbrella of the Office. Another possible project is to develop a prospective students weekend in the spring to introduce already admitted MICA applicants to the campus community.

Loyola University Maryland would like to develop a regional consortium to create affinity groups, deepen networks, and share resources for minority and other underrepresented faculty in the greater Baltimore area. Other initiatives include establishing Inclusive Excellence postdoctoral fellows for underrepresented faculty; expanding the ALANA Mentoring Program to graduate students who identify as African, Latino, Asian, Native American or multiethnic; increasing ALANA faculty hiring; institutionalizing the Ignatius Scholars Program; and developing a McNair Program to enhance the success of first-generation college-going students.

Johns Hopkins University School of Medicine would like to implement two programs. One is the recruitment of highly qualified faculty of color in the basic science departments and the other is an "Unconscious Bias" workshop for faculty and administrators to allow them to become more aware of unintentional biases, preferences, and micro-aggressions.

The Peabody Institute (JHU) would like to invite local dining establishments to offer a taste of local cuisine and discuss food similarities and differences amongst different cultures. The Institute would also like to offer international and domestic alternative break trips to promote musical and cultural exchanges and to help underprivileged communities. The Offices of Residence Life and Student Activities would like to host a cultural harmony week. The Student Affairs Office would like to conduct events, such as an International Cultural Day, Music of Asia Concert Series, GLBT speaker series, and Women's History Month events and programs.

Establishing, reinstating, and increasing funding opportunities to minority students could secure enrollment of a diverse student body at the Bloomberg School of Public Health (JHU). In particular, two programs could provide the utmost benefit: the C. Sylvia and Eddie C. Brown Community Health Scholarship and the Diversity Summer Internship Program.

BEST PRACTICES

Legislation passed in 2008 charged MICUA with reporting best practices used by Maryland's independent colleges and universities to enhance cultural diversity. In the interests of building on successful policies and creating a blueprint for success, MICUA has identified the following best practices:

- **Improving the Campus Environment**

- (1) Inclusion of cultural diversity in the institution's mission statement and strategic plan serves as a constant reminder of the commitment of the institution to create an inclusive environment for students, faculty, and staff. Institutions seek to eliminate discrimination, foster positive relations between members of different racial and ethnic groups, and promote the ideals of social justice and equity. Phrases such as "build inclusive communities" and "promote social responsibility" are common in institutional mission statements. Strategic goals related to diversity positively impact enrollment, hiring practices, curriculum, and the community of learners. Cultural diversity must be a component of the general education rubric.
- (2) An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is implemented and a central consideration in a broad range of campus activities.
- (3) Campus publications and classroom presentations reflect diversity in photos and articles. In addition, displays of artwork in various locations on campus include works by diverse artists. Campuses can support this effort by creating a database of resources available to faculty, staff, and administrators.
- (4) Librarians ensure that the library holdings include diverse materials, and faculty ensure that instructional materials cover diverse populations and perspectives.
- (5) Colleges and universities sponsor cultural events throughout the year to recognize diverse populations. The cultural events may include film and book discussions; guest speakers from a broad range of backgrounds; visual art displays; music, theater, and dance productions; and food-tasting experiences that reflect various cultures. Effective events are planned in a collaborative manner by students, faculty, and staff.

- **Best Practices Related to Students**

- (6) Effective strategies to recruit diverse students include: hosting college fairs in geographic areas with diverse student populations, engaging high school guidance counselors to identify and recruit diverse students, and employing admissions counselors who are responsible for multicultural recruitment.
- (7) Partnerships with elementary and secondary schools with high minority enrollment are an excellent way to reach out to prospective students who may not be considering college attendance. Institutional representatives invite students to visit the campus and introduce prospective students to students of color who are successful at the institution.
- (8) Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract students of color. Endowed scholarship funds—though not exclusively for minority students—may be targeted toward high-ability students of color. Such scholarships reduce the dependence on loans and make an independent college or university affordable even to low-income students. As a result of these efforts, the number of student applications increases and diversity improves.
- (9) Remove barriers that preclude low-income and first-generation students from considering college. Waive the application fee for underrepresented students, especially those who have participated in summer internships during high school. Provide scholarships or tuition waivers for academically talented and at-risk high school students who take college courses. Eliminate the requirement for SAT/ACT scores as part of the application process. By waiving fees, providing scholarships, and making standardized tests optional, institutions improve access and foster a welcoming environment.
- (10) The year-long freshman experience program helps students transition from high school to college. Guest speakers, book discussions, films, and other activities focus on issues of race, oppression, power, and privilege, and provide an opportunity for dialog about these issues. In small group settings, students share, explore, and learn about one another's cultural, religious, or ethnic similarities and differences. This is vital in fostering unity that remains throughout the college experience.

- (11) Students who participate in orientation programs as freshmen often become mentors to future classes. This gives students an opportunity to give back to the institution and to assist new students, especially those from underrepresented groups, to make a successful transition to college life. Institutions recruit a diverse group of experienced students to serve as orientation leaders. These student leaders are able to have discussions around issues of cultural diversity, its relationship to the mission of the institution, and implications for working with students of diverse cultures.
- (12) Summer bridge programs help students who have the ability to attain a college education, but require additional skills to succeed. These programs are also critical for students who are the first in their family to attend college. Students enhance their skills during the summer and eliminate the need for remedial or developmental courses once they matriculate in college.
- (13) Institutions offer tutoring, mentoring, and support programs for beginning students, particularly those whose high school academic program did not adequately prepare them for college-level work. These services are particularly important in the areas of study skills, time management, and stress reduction. Diversity is an important consideration in assigning tutors and mentors.
- (14) Grouping students together in a “family” (i.e., cohort) of individuals who mentor and support one another throughout their college experience is an effective practice. If one individual in the “family” falls behind in a course or program, the remaining members of the family assist to bring the family member back on track.
- (15) The curriculum is infused with courses that address cultural diversity. Course content and delivery are sensitive to and promote diverse points of view and experiences among the students. Institutions ensure that textbooks include the global and cultural diversity issues appropriate to the topic of study. Institutions offer courses and majors in ethnic studies and encourage students to enroll in courses in non-western civilizations to learn the history, language, and customs of other cultures. Educational programs such as teaching and nursing embed community-based projects into the curriculum. These field experiences may be in schools or other settings that include disadvantaged children and/or adults.

- (16) Colleges and universities include service learning as part of the curriculum. Community service projects offer students, faculty, and staff an opportunity to reach out to areas of the State that are underserved by providing services, such as after-school enrichment activities, tutoring, mentoring, English-language training, health care screening, home repairs, etc. Effective service-learning programs allow students to work alongside professionals to rebuild communities and learn about cultures of disenfranchised citizens. Community outreach efforts are designed to promote cross-cultural exchange and provide support for underrepresented ethnic groups. Participation in such activities helps broaden understanding of economic, social, and cultural issues. Students reflect on their experiences, which often have a profound impact on their lives and social consciousness.
- (17) Institutions make a commitment to human rights for all citizens. Promoting social responsibility becomes an integral part of the educational experience. This goes beyond students and faculty on campus to the surrounding community and the world. Higher education has a responsibility to teach best practices—whether in health care for disadvantaged citizens or creating a sustainable environment—that students take with them throughout their lives.
- (18) Study abroad programs that provide immersion in other cultures, customs, and languages are important for participating students and the campus at large. When students return to campus, the insights they gained help to enrich classroom discussions as they reflect upon their experiences in other countries. Study-abroad opportunities influence future leaders in a global learning community that promotes justice, health, sustainability, and peace.
- (19) Leadership development is an important aspect of campus life. Institutions make certain that student leaders on campus represent a diverse population, and that students of color are nominated for leadership positions, including student government, club leaders, campus-wide committees, resident assistants, and new student orientation leaders. Leadership training helps students develop leadership potential and incorporates themes revolving around what it means to be a leader in a community of diverse populations.
- (20) Institutions encourage all students to contribute ideas and articles to the student newspaper. This ensures that diverse viewpoints are reported.

- (21) Student affairs professionals make certain that diversity is part of the residential life experience. This includes ensuring that a diverse pool of resident assistants is selected to interact with students in the residence halls. In addition, training for resident assistants includes matters related to cultural differences.

- **Best Practices Related to Faculty and Administrators**

- (22) Diversity among faculty and administrators enhances the educational experiences of all students and enriches intellectual discourse among the faculty. Institutions recruiting for faculty and administrator positions target media outlets with diverse viewers. Efforts are made to ensure that the institution has not used language in an advertisement that would narrow the field of eligible applicants. Institutions participate in career fairs sponsored by minority associations, such as the *Association of Black Psychologists* or the *Society of Women Engineers*. These activities have been successful in helping institutions to increase minority hires.
- (23) Some institutions have successfully used fellowships to attract faculty of color to campus. These institutions have fostered an environment of inclusion during the fellowship year, which has encouraged visiting faculty to remain on a permanent basis after the conclusion of the fellowship.
- (24) Institutions foster ongoing collaborations with historically black colleges and universities and other minority-serving institutions to attract diverse students to graduate programs. These students may serve as college faculty upon completion of their graduate programs.
- (25) Several institutions have worked collaboratively with similar institutions in the region to address the recruitment of diverse faculty. The consortium approach has been successful in expanding opportunities and improving the retention of faculty of color. This helps to increase representation of specific ethnic groups and create a critical mass, which is especially important for small and rural campuses.
- (26) Institutions offer training seminars designed to enhance the ability of colleges and universities to hire diverse faculty. The strategies learned in the seminars have proven to be successful in increasing the percentage of faculty of color.

- (27) Institutions offer professional development to diverse faculty and administrators. Such programs are designed to prepare educators for leadership at the next level.
- (28) Effective faculty orientation includes information about issues impacting culturally diverse students. It is important that faculty understand cultural differences to create a supportive learning environment.
- (29) Diversity awareness training for faculty, staff, and administrators helps create an inclusive working environment. Effective programs include components for coaching and mentoring that emphasize diversity-minded institutional leadership, supervision strategies, and policy development.
- (30) Institutions may benefit by sponsoring local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity, such as *Women in Science and Engineering* or the *Black Faculty and Staff Association*. Such groups advocate and provide a unifying voice for their members, offer networking and professional development opportunities, and serve as an information resource to the college or university administration. In addition, the organizations work to recruit colleagues into fields that have been historically underrepresented by women and minorities. The local chapters often host regional or national meetings of the association. These activities shine a positive spotlight on the cultural diversity within the participating institutions.
- (31) Flexible scheduling options provide incentives especially for faculty and staff with young children. Some examples are job sharing, working at home, on-site child care, shift compression, and liberal make-up policies.

- **Assessment and Evaluation**

- (32) An effective part of evaluation is measuring success. Institutions that are successful in closing the achievement gap in retention and graduation rates between minority and majority populations are more likely to attract students and faculty of color. In addition, institutions keep track of the number of students who participate in multicultural programs throughout the year.

- (33) Surveys of first-year students and graduating seniors help colleges and universities evaluate their progress in promoting cultural diversity and identify areas in need of improvement.

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The Maryland Independent College and University Association (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State. Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.

